

**The University of Texas  
School of Social Work**

<b>Course Number:</b>	SW393R1	<b>Instructor</b>	Arlene Montgomery, Ph.D. LCSW
<b>Unique Number:</b>	63173	<b>E-mail:</b>	<a href="mailto:yerzaborzoi@aol.com">yerzaborzoi@aol.com</a> (not to be used for turning in assignments)
<b>Semester:</b>	Spring 2009	<b>Phone:</b>	Home (512) 480-8086; Office (512) 474-8317
<b>Class Time:</b>	Thursday 2:30-5:30 p.m.	<b>Office:</b>	3.104A
<b>Meeting Place:</b>	Room 2.122	<b>Office Hours:</b>	By appointment

**CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS**

**I. Course Description**

This course will focus on the incidence, etiology, and assessment of dysfunctional behavior patterns with children, adolescents, adults, and families. Students will learn models of assessment to evaluate human functioning throughout the life cycle, with emphasis on vulnerable and diverse populations. Major nosological systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemas for assessing and understanding human behavior, will be covered.

This course is required of MSSW students in the Clinical Concentration.

## **II. Course Objectives**

By the end of the semester, students will be able to do the following:

- a. demonstrate familiarity with biological, psychosocial, and cultural theories on the etiology of dysfunctional behavior patterns;
- b. demonstrate the ability to apply multiple methods of assessment, including those developed through classificatory schemes, standardized measures, and qualitative typologies;
- c. describe the relationship between assessment and intervention in social work practice;
- d. demonstrate the ability to adapt assessment models to reflect the needs of persons of diverse social, economic, cultural, or ethnic backgrounds, including understanding issues of gender, sexual orientation, and ability;
- e. critically evaluate different theoretical and assessment models as to their efficacy in given situations. This includes the following:
  - i. the adequacy of the research and knowledge
  - ii. the range of applicability
  - iii. the value and ethical issues
  - iv. the policy implications involved in assessment and delivery of service assessment and delivery of services
- f. demonstrate an understanding of the limitations in using the classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at risk populations.

## **III. Teaching Methods**

The methods include lecture, discussion, experiential exercises, group presentation, guest clinicians demonstrating clinical interviewing skills, clinical cases, and video materials.

## **IV. Required and Optional Texts/Materials**

Required material: American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders, Fourth Edition Text Revision (DSM- IV -TR)*. Washington, DC: Author.

Buelow, H., Hebert, S. & Buelow. S. (2000). *Psychotherapist's resources on psychiatric medications: Issues of treatment and referral (2<sup>nd</sup> ed.)* Belmont, CA: Brooks/Cole.

Assigned articles available in Learning Resource Center.

## **V. Course Requirements: Attendance & Participation, Special Accommodations, Assignments, Policy on Scholastic Dishonesty, and**

## Grading

### Policy on Scholastic Dishonesty

**Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>).**

### Attendance

Students are expected to attend all classes; this is particularly important as the experiential component is critical to learning the material. Should a student have to be absent, please communicate with the instructor prior to the class, if possible. One unexcused absence will be permitted; any other unexcused absences will result in a deduction from the final grade. Late material may also result in deduction in points, depending on the circumstances.

### Special Accommodations for Students with a Disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, the instructor is available to discuss appropriate academic accommodations with the student. Students with disabilities who need special accommodations should notify the instructor at the beginning of the semester. To insure that the most appropriate accommodations can be provided, students should contact the Services for Students with Disabilities (SSD) Office at 471-6259 or 471-4641 TTY. Brabender, V.M. & Fallon, A. (2009). Ethical hot spots of combined individual and group therapy: Applying four ethical standards. *International Journal of Group Psychotherapy*, 59(1).127-147.

### Course Assignments

**The assignments include the following:**

**worksheets (primarily done together either with fellow class-mates or in class); a cumulative mid-term examination and a cumulative final examination; a group presentation which includes a handout for classmates (summary of important points from assigned clinical articles and from the texts); a discussion of clinical issues from the assigned video with film clips to illustrate important points from the assigned material and a one page reaction paper; and a 3-5 page critique addressing assessment issues for the role play clinical interviews.**

**At least 85% of the material on the exams will be taken from the worksheets, summarized material from presentations, texts, and particularly, the practice exercises in class in assessing cases.**

## Panel Presentation

The videos can be rented in video stores and many are available in the Undergraduate Library. There will be exam questions about examples on the videos which would be difficult to answer correctly without having seen the videos.

The class will be led in a discussion of clinical material illustrated by clips from films such as WHAT'S EATING GILBERT GRAPE; LIKE WATER FOR CHOCOLATE, TAXI DRIVER, FATAL ATTRACTION, AS GOOD AS IT GETS, AND SYBIL. Each student panel will lead a discussion of the videos as they illustrate certain technical material from the texts and other assigned material.

The role play will be of a character or characters from the films that illustrate the assessment process of the clinical unit of attention, such as a couple, individual, or family as well as the diagnostic entities. The role play will be conducted by a professional Clinical Social Worker; students may volunteer to conduct the interview if they wish, but this is not a requirement.

Each panel will summarize **briefly** the clinical points in material assigned to their particular video. Each classmate will be provided with a copy of the summaries. *The purpose of the summary is to provide an outline for the discussion. The panel is expected to have mastered those points in order to integrate the material in a class discussion.* Note: the assigned material from the DSM- IV -TR should not be outlined in detail; further instructions will be provided on the first class day.

**The group presentation should include the following:**

Examples from movie illustrating

- a. 10 defenses **(5%)**
- b. examples of at least 2 ethical dilemmas, as defined by NASW Code of Ethics; quote the ethical standard**(2%)**
- c. where relevant in the assigned film material, identify ways such factors as age, class, culture, race, ethnicity, country of origin, language(s), educational attainment, religious back ground, sexual orientation, clinician value conflict and/or physical disability may influence (limit, compromise, or enhance) the clinical diagnostic effort and the diagnosis **(4%)**
- d. the effect of trauma and economic and social oppression on the diagnostic process and on the diagnosis **(5%)**
- e. a brief example of a research question generated by the effort to diagnosis a film figure **(1%)**
- f. psychometric measurement tool**(1%)**{ each panel will discuss with instructor}
- g. preparation for role play and one page reaction **paper (8%)**  
{the reaction paper is intended to reflect the student's educational experience of the panel presentation : The reaction paper should address the student's experience of applying the diagnostic process to a person(s); a value, clinical, and ethical dilemma of the student's toward the diagnostic interview role play {re: the ethical concern, cite the ethical standard from Code or Ethics}; and an emotional experience had by the student regarding the prospect of diagnosing and/or interviewing the "client" in question and a defense mechanism which the student might likely erect to cope with that emotional reaction.

## Paper

The 5 page paper will discuss one of the role play experiences, including a providing a Multiaxial Assessment (7%) of one the interviewees and is to include the following:

- a. a brief discussion of the *assessment* of the client systems with a *sample* of the client's interpersonal behavior and emotional processes that can either support or qualify inferences from the history and examination (*make an inference*)(2%)
- b. the following information from a mental status examination: ways the client(s) minimize(s) or exaggerate(s) certain aspects of his or her history, particular topics/questions that evoke hesitation or signs of discomfort, and the general style of relating (1%)
- c. client's ability to communicate about emotional issues with *sample of behavior illustrating that ability(or compromised ability)*(1%)
- d. *example* of 1 defense mechanism *typical of this "client's" diagnosis* including examples of **one** of the following: the coping style, the function, inferred cognition, and the diagnostic language (make a chart)(1.5%)
- e. 4 examples from the clinical interview that contained 4 of elements of a mental status **exam** (1.5)
- f. An error made by the clinician with the *correction from the assigned literature* (.5%)
- g. An example of your personal reaction to the interview including a value conflict, a clinical concern, an ethical concern, and a counter-transference reaction (quote the ethical standard from NASW Code of Ethics)(.5%).

## Grading

Per cent of final grade

25%	Group Presentation, role play, and summaries
5%	Worksheets
15%	Paper
25%	Examination #1
30%	Examination #2

94-100	= A
93-90	= A-
89-87	= B+
86-84	= B
83-80	= B-
79-77	= C+
76-74	= C
73-70	= C-
69-67	= D+
66-64	= D
63-60	= D-
59 & below	= F

Thursday, January 22

Illustrations of course requirements utilizing film

**Lecture:** an introduction to psychopathology including neurological issues, clinical assessment, history of theoretical influence on clinical social work and ethics as found in the NASW Code of Ethics

**Text:**

Introduction of DSM-IV-TR (xxiii-xxxv); 13-37; Defensive Functioning Scale (807-810); and Glossary of Specific Defense Mechanisms and Coping Styles (811-813); GARF Scale (814); SOFAS Scale (817); Glossary of Technical Terms (819-828)

**Hand-outs:**

Valliant, G. E. (1974). *Adaptation to life*. Boston: Little, Brown & Co. (75-91).

illustration and definitions of defenses and their function

work sheets

January 29, February 5, 12

Film: **What's Eating Gilbert Grape**

**Text:**

DSM- IV- TR (39-134)

Buelow, et al. Appendix A: the Nervous System

**Articles:**

Mc Williams, N. (1994). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process*. New York: The Guilford Press. 1-8.

Mailick, M. D. (1991). Re-assessing assessment in clinical social work practice. *Smith College Studies in Social Work*. 3-19. (may not include in summer)

Elson, M. (March, 1989). Kohut and Stern: Two views of infancy and early childhood. *Smith College Studies in Social Work*. 131-145.(may not include in summer)

Gottlieb, M.B., Chapter 2, Some Ethical Implications of Relational Diagnoses. (1996).In Florence Kaslow, (Ed.)*Handbook of relational diagnosis and dysfunctional family patterns*(pp.19-34). Canada: John Wiley and Sons.

**Hand-outs:** Notes on Masterson, J. F. (2000). Chapter one, The Role of the Mother or Primary Caretaker in the Development of the Normal Self—25 years later. In *The personality disorders: A new look at the developmental self and object relations approach*. Phoenix, AZ: Zeig, Tucker 7& Co., Inc., 7-32.(may not include in summer)

**Assessment tool:** In Scarf, M. (1995). *Intimate worlds, life inside the family*. NY: Random House, from Chapter 2: The Beavers Scale of Family Health and Competence: Levels 1-5.

February 19 & 26  
Film: **Taxi Driver**

**Text:**

DSM-IV-TR

(297-234); (663-668); (685-658)

DSM-IV-TR Decision Trees for Differential Diagnosis of Psychotic Disorders and of Substance-Induced Disorders (Not Including Dependence and Abuse)

Buelow, et al, Chapter 4, Psychosis and the Antipsychotics, 103-132.

**Articles:**

Gabriel, M.A. (Summer, 1992). Anniversary Reactions: Trauma Revisited. *Clinical Social Work Journal*, 20 (2), 179-192.

Kail, B.L. & de la rosa, M. (1998) Challenges to treating the elderly Latino substance abuser: A not so hidden research agenda. *Journal of Gerontological Social Work*(The Haworth Press, Inc. ) 30 (½).123-141.

Chapter 5 Complicating Factors 157-193.(2006). In Paul M.G. Emmelkamp & Ellen Vedel, *Evidence-based treatment for alcohol and drug abuse: A practitioner's guide to theory, methods, and practice*. NY: Routledge.

Alvarez, L.R. & Ruiz, P. (2001). Substance abuse in the Mexican American population. In Shulamith Lala Asheberg Straussner(Ed.) *Ethnocultural cultural factors in substance abuse treatment*. New York: The Guilford Press. (111-136)

**Hand outs:**

Notes on selected chapters from *The clinical and forensic assessment of psychopathy: A practitioner's guide*. Carl B. Gacano, Ed. (2000).

**Assessment tool:** PCL-R Checklist and Forensic Interview Schedule. The Psychopathy Check-list Revised and Screening Version Robert H. Bodholdt, Henry R. Richards, & Carl B. Gacano.

March 5 & 12

Film: **As Good As It Gets**

**Text:**

DSM -IV -TR685-731; 429-487;345-428;679-684; & Decision Trees for Differential Diagnosis of Anxiety Disorders and Mood Disorders

Chapter3 Buelow, et al. Anxiety and the Anxiolytics: Sleep Disorders and the Hypnotics (79-102)

**Article:**

Appleby, G.A. & Anastas, J.W. (1998). Mental health and substance abuse. In *Not just a passing phase: Social work with gay, lesbian, and bisexual people*. New York: Columbia University Press, 271-300.

**Hand-outs:**

**Assessment tool:** Yale Brown Obsessive Compulsive Scale

Notes on: Masterson J.F. (2000). Chapter Three, Diagnosis—A Psychodynamic Approach to the Borderline, Narcissistic, and Schizoid Personality Disorders (59-74). In *The personality disorders: A new look at the developmental self and object relations approach*. Phoenix, Az: Zeig, Tucker & Co., Inc., 59-74.(may not include in summer)

March 26 & April 2

Film: **Sybil**

**Text:**

DSM-IV-TR (597-662);(463-533);(135-190);(484-498)

Buelow, et al: Pain and Analgesics

**Course packet:**

van der Kolk, B. A. (1987). The psychological consequences of overwhelming life experiences. In *Psychological trauma*. Bessel A. van der Kolk. USA: American Psychiatric Association, 1-30.

**Hand-out:**

**Assessment tool:** Structured Clinical Interview for DSM-III-R Dissociative Disorders (SCID-D-R)(1985) M. Steinberg

April 9 & 16

Film: **Fatal Attraction**

**Text:**

DSM- IV -TR (650-673)

Buelow, et al, Chapter 2, Depression and the Antidepressants: Bipolar Disorder and Lithium, 35-78.

Herman, J. L. & van der Kolk, B. A. (1987). Traumatic Antecedents of Borderline Personality Disorder. In *Psychological trauma* (pp. 111-126) Bessel A. van der Kolk. USA: American Psychiatric Association

Price, S.K. (2008). Women and reproductive loss: Client-Worker dialogues designed to break the silence. *Social Work*. 53(4). 367-376.

**Hand-outs** on assessment of post-partem depression

April 23 & 30

Film: **Like Water for Chocolate**

**Text:**

DSM-IV-TR (745-757); (897-903); (535-582);(5830594);597-661

Greenberg, G. (July 2001).The Serotonin Surprise. *Discover*, 22(7). 64-69.

Aisenberg, E. (2008). Evidence-Based practice in mental health care to ethnic minority communities: Has practice fallen short of its evidence? *Social Work* 53(4). 297-306.

Freed, A.O. (June, 1985). Linking developmental, family and life cycle theories. *Smith College Studies in Social Work*. 169-182.

Chapter 10 Cultural issues in Relational Diagnosis: Hispanics in the United States and Chapter 11 Cultural Considerations in Diagnosis (152-170), Florence W. Kaslow (Ed.) *Handbook of relational diagnosis and dysfunctional family patterns*. (1996). Canada: John Wiley and Sons.

**Hand-out**

**Assessment tool:** Beck Hopelessness Scale (BHS) A. T. Beck, A. Weissman, D. Lester, and L. Trexler

**May 7**

**Review for final examination**

## **Suggested References for Clinical Assessment and Differential Diagnosis**

- Applegate, J. S. (1996). The good-enough social worker: Winnicott applied. In J. Edward & J. Sanville (Eds.), *Fostering Healing and Growth: A Psychoanalytic social work approach* (pp.77-96). Northvale New Jersey: Jason Aronson.
- Antokoletz, J. C. (1993). A Psychoanalytic view of cross-cultural passages. *The American Journal of Psychoanalysis*, 53 (1), 35-54.
- Bamford, K. W. (1991). Bilingual issues in mental health assessment and treatment. *Hispanic Journal of Behavioral Sciences*, 13(4), 377-390.
- Bernal, G. & Scharron del Rio, M. (2001). Are empirically supported treatments valid for ethnic minorities? Toward an alternative approach for treatment research. *Cultural Diversity and Ethnic Minority Psychology*, 7(4), 328-342.
- Brandell, J. R. (2002). The marginalization of Psychoanalysis in academic social work. *Psychoanalytic Social Work*, 9(2), 41-50.
- Cassidy, J. & Shaver, P. R. (Eds.). (1999). *Handbook of attachment: Theory, research, and clinical application*. New York: Guilford Press.
- Comas-Diaz, & Minrath, M. (1985). Psychotherapy with ethnic minority borderline clients. *Psychotherapy*, 22(2), 418-426.
- Damasio, A. (1999). *The feeling of what happens*. New York: Harcourt, Brace, and Company.
- Dyche, L. & Zayes, L. H. (2001). Cross-cultural empathy and training the contemporary psychotherapist. *Clinical Social Work Journal*, 29(3), 245-258.
- Edmond, T., Rubin, A., & Wambach, K. (1999). The effectiveness of EMDR with adult female survivors of childhood sexual abuse. *Social Work Research*, 23, 103-116.
- Fenster, A. (1996). Group therapy as an effective treatment modality for people of color. *International Journal of Group Psychotherapy*, 46(3), 399-416.
- Foster R.P. ((1993, April). The bilingual self. Paper presented at thirteenth annual spring meeting of the Division of Psychoanalysis(39) of the American Psychological Association, New York:NY.

- Garzon, F. & Tan, S. (1992). Counseling Hispanics: Cross-cultural and Christian Perspectives. *Journal of Psychology and Christianity*, 11(4), 378-390.
- Gorkin, M. (1986). Countertransference in cross-cultural psychotherapy. The example of Jewish therapist and Arab Patient. *Psychiatry*, 49, 69-79.
- Greenson, R. R.(1950). The mother tongue and the mother. *International Journal of Psycho-Analysis*. 31: 18-23.
- Katsavdakis, K. A., Sayed, M., Bram, Al, & Brand Bartlett, A. (2001). How was this story told in the mother tongue? An integrative perspective. *Bulletin of the Menninger Clinic*.
- Lee, C., Gavriel, H., Drummond, P., Richards, J., & Greenwald, R. (2002). Treatment of post-traumatic stress disorder: A comparison of stress inoculation training with prolonged exposure and eye movement desensitization and reprocessing. *Journal of Clinical Psychology*, 58, 1071-1089.
- Pawlukewicz, J. (2003). World Trade Center trauma interventions: A clinical model for affected workers. *Psychoanalytic Social Work*, 79-88.
- Pliszka, S.R. (1998). Co-morbidity of attention-deficit/hyperactivity disorder with psychiatric disorder: An overview. *Journal of Clinical Psychiatry*, 59, 50-58.
- Main, M. & Hesse, E. (1990). Parent's unresolved traumatic experiences are related to infant disorganized attachment status: Is frightened and/or frightening parental behavior the linking mechanism? In M. Greenberg, D. Cicchetti, & M. Cummings (Eds.). *Attachment in the preschool years: Theory, research and intervention* (pp. 161-182). Chicago: University of Chicago Press.
- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work* 45(3) 201-212.
- Organista, K. C., Munoz, R. F., & Gonzalez, G. (1994). Cognitive-behavioral therapy for depression in low- income and minority medical outpatients: Descriptions of a program and exploratory analyses. *Cognitive Therapy and Research*, 18(3), 241-259.
- Palombo, J. (1985). The treatment of neurocognitively impaired children: A Perspective from Self Psychology. *Clinical Social Work Journal*, 13, 117-128.
- Post, R. M., Weiss, S. R. B., Smith, M., Li, H., & McCann, U. (1997). Kindling versus quenching: Implications for the evolution and treatment and posttraumatic stress disorder. In R. Yehuda & A. C. McFarlane (Eds.). *Psychobiology of posttraumatic stress disorder*. Annual New York Academy of Sciences, 821, 285-295.

- Rauch, S.L., van der Kolk, B. A., Fislser, R.E.A., Nathaniel, M., Orr, S.P., Savage, C.R., Fischman, A.F., Jeneki, M.A., & Pittman, R.K. (1996). A symptom provocation study of posttraumatic stress disorder using positron emission tomography and script-driven imagery. *Archives of General Psychiatry*, 53, 380-387.
- Reamer, F. G. Boundary issues in social work: Managing dual relationships. *Social Work* 48(1), 121-133.
- Rosenthal, C. (2000). Latino practice outcome research: A review of the literature. *Smith College Studies in Social Work*, 70(2)), 217-238.
- Saari, C. (2000). *The environment: Its role in psychosocial functioning and psychotherapy*. New York: Columbia University Press.
- Sands, R. G. (2001). *Clinical social work practice in behavioral mental health*. Needham Heights: Allyn and Bacon.
- Sharpe, S. A. (2000). *The ways we love: A developmental approach to treating couples*. New York: The Guilford Press.
- Shonkoff, J. P. & Phillips, D. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
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- Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of NASW code violation, 1986-97. *Social Work* 45(3), 251-261.
- Study cites most reported ethics breaches, (1995, April). NASW News, p.4.
- Sue, S. Zane, N. & Young, K. (1994). Research on psychotherapy with culturally diverse populations. In A.E. Bergin & S. L. Garfield (Eds.). *Handbook of psychotherapy and behavioral change (4<sup>th</sup> ed)*( pp. 783-817), New York: Wiley.
- Tronik, E.Z. & Weinberg, M.K. (1997). Depressed mothers and infants: Failure to form dyadic states of consciousness. In L. Murray & P. J. Cooper (Eds.). *Post partum depression and child development* (pp. 54-81). New York: Guilford Press.
- van der Kolk, B.A. (2002). Beyond the talking cure: Somatic experience and subcortical imprints in the treatment of trauma. In F. Shipiro (Ed.) *EMDR as an integrative psychotherapy approach: Experts of diverse orientations explore the paradigm prism* (pp. 57-83). Washington, DC: American Psychological Association Press.
- van der Kolk, B.A., McFarlane, A.C., & Weisaeth, L. (Eds.). (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: Guilford Press.