

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

|                       |                  |                      |   |
|-----------------------|------------------|----------------------|---|
| <b>Course Number:</b> | SW 393R1         | <b>Instructor:</b>   | D. Springer, Ph.D., LMSW-ACP              |
| <b>Unique Number:</b> | 58515            | <b>E-mail:</b>       | dwspringer@mail.utexas.edu                |
| <b>Semester:</b>      | Spring 1999      | <b>Phone:</b>        | 471-0512                                  |
| <b>Meeting Time:</b>  | Tues. 1pm to 4pm | <b>Office Room:</b>  | 3.122D                                    |
| <b>Meeting Place:</b> | SWB 2.116        | <b>Office Hours:</b> | Tuesdays 11am to 1pm<br>Or 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 lifecycle, 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 schemes 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:

1. Demonstrate familiarity with biological, psychosocial, and cultural theories on the etiology of dysfunctional behavior patterns;
2. Demonstrate the ability to apply multiple methods of assessment, including those developed through classificatory schemes, standardized measures, and qualitative typologies;
3. Describe the relationship between assessment and intervention in social work practice;
4. 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;

5. Critically evaluate different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including the student's own value system; and d) the policy implications involved in assessment and delivery of services;
6. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations.

### **III. TEACHING METHODS**

The primary teaching methods will be lectures, discussion, and experiential exercises. Guest lecturers, group presentations, and audio-visual presentations will also be utilized.

### **IV. REQUIRED AND OPTIONAL TEXTS/MATERIALS**

#### **Required Readings**

American Psychiatric Association (1994). Diagnostic and statistical manual of mental disorders (DSM-IV) (4th ed.). Washington, DC: Author.

Course packet (Springer, Pomeroy, Wambach, Williams) is available for purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

#### **Optional Texts**

Buelow, G., & Hebert, S. (1995). Counselor's resource on psychiatric medications: Issues of treatment and referral. Pacific Grove, CA: Brooks/Cole.

Fischer, J., & Corcoran, K. (1994). Measures for clinical practice: A sourcebook. Volumes I & II (2<sup>nd</sup> ed.). New York: The Free Press.

Jordan, C., & Franklin, C. (1995). Clinical assessment for social workers: Quantitative and qualitative methods. Chicago, IL: Lyceum Books, Inc.

Meyer, C. H. (1993). Assessment in social work practice. New York: Columbia University Press.

Paniagua, F. (1998). Assessing and treating culturally diverse clients (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

## V. COURSE REQUIREMENTS

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to make a serious attempt to complete the readings, and should be well prepared to participate in discussions and experiential learning assignments. The degree to which a student regularly attends the class and demonstrates through discussions that one has comprehended the readings will be considered in assigning the final grade. Note: Attendance may be taken randomly.

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 5 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date.

Students are expected to both learn and demonstrate knowledge of DSM-IV and other clinical assessment systems and methods. This requires a search of the literature in a defined area in order to develop specialized knowledge concerning assessing and treating a specific diagnostic category or defined problem area. In addition, students will demonstrate that they can conceptualize diagnostic criteria, and appropriately perform diagnoses in formulating case assessments on exams.

Student feedback is welcome. Students are encouraged to provide feedback during office hours and by appointment if they desire.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **HOWEVER, FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE!**

### **Special Accommodations for Students with a Disability**

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability. Students with disabilities who need special accommodations should notify the professor, prior to the end of the first week of class, by

presenting a letter prepared by the Services for Students with Disabilities (SSD) Office. To ensure that the most appropriate accommodations can be provided, students should contact the SSD Office at 471-6259 or 471-4641 TTY.

### **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://www.utexas.edu/depts/dos/sjs>).

## **VI. COURSE ASSIGNMENTS**

### **I. Examinations**

There will be two (2) exams given during the course of the semester (see course schedule below for dates). Each exam will be worth 100 points. All exams will consist of both a take-home and an in-class portion. Brief case vignettes will be provided on the take-home portion; students will have one week to develop a diagnosis (on all 5 axes of the DSM-IV) and to summarize the most pertinent biological, psychological, social systems and environmental issues impacting the case. Students will turn in the completed take-home portion at the beginning of class the following week. Each answer must be typed, and in the form of a one page case summary. For each answer **I**ll stop reading after one page, so say what you need to say in a clear, concise and efficient manner! The in-class portions of the exams will be similar to the state licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam. Each exam will be worth a maximum of 100 points.

**200 points maximum, Examinations**

### **II. Assessment Research Paper**

#### **ASSESSMENT PAPER OUTLINE**

Each student is to select a problem area of interest and write a scholarly paper focused on assessment and treatment. A typed, well-written paper is to be submitted. The paper should be written in APA format (4<sup>th</sup> edition) and should not exceed 15 typewritten pages (excluding references and title page). It is recommended that students start on this assignment right away because the professor expects a thorough search of the literature in social work, psychology,

psychiatry and related fields in order to demonstrate that one has mastered the up-to-date, current knowledge and methods concerning assessment and treatment of the problem area. A search of the literature should include journal articles as well as pertinent book chapters and monographs. Emphasis should be given to the most recent (within the past 5 to 7 years) literature and studies. Of course, seminal pieces that fall outside of this time parameter should still be included. In addition to the formal paper, students will prepare an annotated bibliography for distribution to their classmates. Papers will be graded on both content and writing style; APA format will also be graded. The paper is worth a possible 100 points. An outline of the paper is provided below.

- I. Identification/Statement of the problem area. This should include criteria for determining specification of your problem area of interest. For example, “depression” can mean many things. You need to clarify if, by “depression,” you mean Major Depressive Disorder, Dysthymic Disorder, etc. Also, set parameters (e.g., age, gender, etc.) on the problem you are assessing. (For example, “This paper addresses adolescent females, ages 13 to 17, with a diagnosis of Major Depressive Disorder.”)
- II. Critical examination of assessment methods and instruments relevant to the particular problem area.
  - A. What are the preferred methods to assess this problem. If you were a social worker in the field, based on your review of the literature, how would you assess for the existence and severity of this problem in a client system.
  - B. Standardized measures, such as rating scales and self-report instruments.
    1. Description (e.g., This is a 25-item standardized self-report instrument, measured on a 5-point Likert scale, that measures level of depression).
    2. Summary of reliability (i.e., coefficients, standard error of measurement) and validity (i.e., construct, concurrent known-instruments, known-groups, factor analysis) characteristics of each available instrument.
    3. Discussion of clinical utility of assessment tools and how they are being used in assessment and treatment of clients. Identifying that a measurement tool possesses sound psychometric properties does not necessarily preclude its clinical utility. Describe which tool(s) you would use in the field and why.
- III. A review of the literature regarding the efficacy of treatment approaches with the problem area. The primary focus here should be on outcome studies.
- IV. An overview of any relevant contributions of diversity issues to the understanding of the assessment and treatment of the problem area.
- V. Conclusions that summarize the knowledge discussed in the paper and point out criticisms in available assessment methods.

**100 Points Maximum, Paper**

## **VII. COURSE GRADING CRITERIA**

|                                  |                                  |
|----------------------------------|----------------------------------|
| Examinations                     | 200 points (2 @ 100 points each) |
| <u>Assessment Research Paper</u> | <u>100 points</u>                |
| TOTAL                            | 300 points                       |

## **GRADING SCALE**

A total of 300 points may be earned for the above assignments. Grades will be assigned as follows:

|                  |   |   |
|------------------|---|---|
| 300 - 270 points | = | A |
| 269 - 240 points | = | B |
| 239 - 210 points | = | C |
| 209 - 180 points | = | D |
| 179 and below    | = | F |

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) - 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) should be corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proof it.

## **IMPORTANT DATES**

|            |   |
|------------|---|
| February 9 | Assessment Paper Topic Due                    |
| March 2    | Assessment Paper Preliminary Bibliography Due |
| March 9    | Receive Take-home Portion of Exam I           |
| March 16   | Spring Break                                  |
| March 23   | Take-home Portion of Exam I Due               |
|            | In-class Portion of Exam I                    |

|          |                                      |
|----------|--------------------------------------|
| March 30 | Assessment Paper Outline Due         |
| April 20 | Assessment Paper Due                 |
| April 27 | Receive Take-home Portion of Exam II |
| May 4    | In-Class Portion of Exam II          |
|          | Last Day of Class                    |
| May 11   | Take-home Portion of Exam II Due     |

## VIII. COURSE OUTLINE

| <u>Date</u>       | <u>Topics, Readings and Assignments</u>  |
|-------------------|--|
| <b>January 19</b> | <p><b><u>Topics</u></b><br/>           Introductions and Class Overview<br/>           Overview of Syllabus<br/>           An Introduction to Psychopathology and Clinical Assessment</p> <p><b><u>Readings</u></b><br/>           Introduction of DSM-IV (pp. xv-xxv)<br/>           Barlow, D., &amp; Durand, M. (1999). Abnormal behavior in historical context. In <u>Abnormal psychology</u> (pp. 1-26). (Coursepacket)</p> |
| <b>January 26</b> | <p><b><u>Topics</u></b><br/>           Introduction to Assessment and Classifications Systems<br/>           DSM-IV Multiaxial System<br/>           Using Measurement Instruments in Assessment</p> <p><b><u>Readings</u></b><br/>           DSM-IV (pp. 25-35)<br/>           Karls, J. M., &amp; Wandrei, K. E. (1992). PIE: A new language for social work. <u>Social Work</u>, 37(1), 80-85. (Coursepacket)</p>             |
| <b>February 2</b> | <p><b><u>Topics</u></b><br/>           Child and Adolescent Disorders<br/>           Medications Used with Children</p> <p><b><u>Readings</u></b><br/>           DSM-IV (pp. 37-121)<br/>           Romero, I. (1999). Individual assessment procedures with preschool</p>   |

children. In E. V. Nuttall, I. Romero, & J. Kalesnik (Eds.), Assessing and screening preschoolers: Psychological and educational dimensions (2<sup>nd</sup> ed.) (p. 59-71). Boston, MA: Allyn & Bacon. (Coursepacket)

Yamamoto, J., Silva, A., Ferrari, M., & Nukariya, K. (1997). Culture and psychopathology. In G. Johnson-Powell & J. Yamamoto (Eds.), Transcultural child development. New York: John Wiley & Sons. (Coursepacket)

**February 9**

**ASSESSMENT PAPER TOPIC DUE**

**Topics**

ADHD and Conduct Disorders

**Readings**

Keep reading DSM-IV (pp. 37-121)

Cantwell, D., & Baker, L. (1992). Attention deficit disorder with and without hyperactivity: A review and comparison of matched groups. Journal of the American Academy of Child Adolescent Psychiatry, 31(3), 432-438. (Coursepacket)

31(3),

Frick, P. J., Lahey, B. B., Loeber, R., Stouthamer-Loeber, Christ, A. G., & Hanson, K. (1992). Familial risk factors to oppositional defiant and conduct disorder: Parental psychopathology and maternal

disorder  
bonding.

Journal of Consulting & Clinical Psychology, 60, 49-55. (Coursepacket)

**February 16**

**Topics**

Family Assessment

**Readings**

DSM-IV (pp. 763-771).

Franklin, C., & Jordan, C. (1999). Rapid assessment in family practice. In C. Franklin & C. Jordan, Family practice: Brief systems methods for social work (p. 225-255). (Coursepacket)

Kendall-Tackett, K. A., Williams, L. M., & Finkelhor, D. (1993). Impact of sexual abuse on children: A review and synthesis of recent empirical studies. Psychological Bulletin, 113, 164-180. (Coursepacket)

**February 23**

**Topics**

Mental Status Examination (MSE)  
 Delirium, Dementia, Amnesic, and Other Cognitive Disorders  
 Mental Disorders Due to a General Medical Condition  
 Other Conditions that may be a Focus of Clinical Attention (V-Codes)

**Readings**

DSM-IV (pp. 123-163; 165-174; 680-687).  
 Kaplan, H. I., & Sadock, B. J. (1988). Typical signs and symptoms of psychiatric illness defined. In Clinical psychiatry (p. 19-24). (Coursepacket)  
 Puzantian, T., & Stimmel, G. L. (1994). Review of psychotropic drugs. (Coursepacket)

**March 2**

**ASSESSMENT PAPER PRELIMINARY BIBLIOGRAPHY DUE**

**Topics**

Schizophrenia and Other Psychotic Disorders  
 Antipsychotic Medications  
 Defense Mechanisms

**Readings**

DSM-IV (pp. 273-315; 755-757)

**March 9**

**RECEIVE TAKE-HOME PORTION OF EXAM I**

**Topics**

Mood Disorders  
 Antidepressant & Anti-manic Medications

**Readings**

DSM-IV (pp. 317-391)

**March 16**

**SPRING BREAK**

**March 23**

**TAKE-HOME PORTION OF EXAM I DUE  
 AT THE BEGINNING OF CLASS**

**IN-CLASS PORTION OF EXAM I**

**Topics**

Anxiety Disorders  
Anxiolytic Medications

**Readings**

DSM-IV (pp. 393-444).

**March 30****ASSESSMENT PAPER OUTLINE DUE****Topics**

Posttraumatic Stress Disorder (PTSD) and Dissociative Disorders

**Readings**

DSM-IV (pp. 424-429; 477-491).

**April 6****Topics**

Substance-Related Disorders

**Readings**

DSM-IV (pp. 175-272)

**April 13****Topics**

Eating Disorders

**Readings**

DSM-IV (pp. 539-550)

**April 20****ASSESSMENT PAPERS DUE AT BEGINNING OF CLASS!****Topics**

Impulse-Control Disorders NOS  
Personality Disorders

**Readings**

DSM-IV (pp. 609-621; 629-673)

DSM-IV, Appendix I: Outline for cultural formulation and glossary  
of cultural-bound syndromes (pp. 843-849)

**April 27****RECEIVE TAKE-HOME PORTION OF EXAM II****Topics**

Somatoform Disorders  
Factitious Disorders  
Sexual and Gender Identity Disorders

Sleep Disorders

**Readings**

DSM-IV (pp. 445-469; 471-475; 493-538; 551-607)

**May 4**

**IN-CLASS PORTION OF EXAM II**

**Topics**

Adjustment Disorders

**Readings**

DSM-IV (pp. 623-627)

**May 11**

**TAKE-HOME PORTION OF EXAM II DUE**

**NO LATER THAN 4PM**

**BIBLIOGRAPHY**

Abikoff, H., Courtney, M., Polham, W. E., & Koplewicz, H. S. (1993). Teachers' ratings of disruptive behaviors: The influence of the halo effect. Journal of Abnormal Child Psychology, 21, 519-533.

Abraham, S., & Lewellyn-Jones, D. (1992). Eating disorders. New York: Oxford University Press.

AIDS: Report of the Surgeon General's Workshop on children with HIV infection and their families (1987). Washington, D.C.: U.S. Department of Health and Human Services.

Akhtar, S. (1990). Paranoid personality disorder: A synthesis of developmental, dynamic, and descriptive features. American Journal of Psychotherapy, XLIV, 5-25.

Alden, L. E., & Capreol, M. J. (1993). Avoidant personality disorder: Interpersonal problems as predictors of treatment response. Behavior Therapy, 24, 357-376.

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New York, NY: Springer Publishing Company.

Amchin, J. (1991). Psychiatric diagnosis: A biophysical approach. Washington, D.C.: American Psychiatric Press.

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Barlow, D. H., Brown, T. A., & Craske, M. G. (1994). Definitions of panic attacks and panic disorder in the DSM-IV: Implications for research. Journal of Abnormal Psychology, *103*, 553-564.

Barlow, D. H., & Durand, M. V. (1999). Abnormal psychology: An integrative approach (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Beitchman, J. H., Zucker, K. J., Hood, J. E., Granville, A. D., Akam, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. Child Abuse & Neglect, *16*, 101-118.

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### **JOURNALS**

Note: This list is by no means exhaustive. It is just a place for you to get started in your search for journal articles. Those journals marked with an asterisk (\*) are available in the Learning Resource Center (LRC). The LRC also has journals that are not on this list.

- \*Addiction (Formerly British Journal of Addiction)
- \*Addictive Behaviors: An International Journal
- \*Affilia: The Journal of Women and Social Work
- AIDS and Public Policy Journal
- \*Alcoholism: Clinical and Experimental Research
- \*Alcohol and Drug Education
- \*Alcohol Health and Research World
- \*American Journal of Art Therapy
- \*American Journal of Drug and Alcohol Abuse
- \*American Journal of Psychiatry
- American Journal of Psychotherapy
- \*Art Therapy Journal
- Behavioral Assessment
- Behavior Therapy
- \*Child Abuse and Neglect: The International Journal
- \*Child and Adolescent Social Work Journal
- Child and Family Behavior Therapy
- Child Psychiatry and Human Development
- \*Child Welfare
- Child and Youth Services
- Children and Society
- \*Clinical Social Work Journal
- Cognitive Therapy and Research
- Community Mental Health Journal
- Crisis: International Journal of Suicide and Crisis Studies
- \*Crisis Intervention and Time Limited Treatment

Death Studies  
Explorations in Ethnic Studies  
Family Process  
\*Families in Society (Formerly Social Casework)  
\*Family Social Work Journal  
\*Gay and Lesbian Social Services  
Groupwork  
\*Health and Social Work  
\*Hispanic Journal of Behavioral Sciences  
\*Hospice Journal  
\*Hospital and Community Psychiatry (Now Journal of Psychiatric Services)  
Indian Journal of Social Work  
\*International Journal of the Addictions (Discontinued)  
International Journal of Group Psychotherapy  
International Journal of Mental Health  
\*International Social Work  
Journal of Abnormal Psychology  
\*Journal of African American Males  
Journal of Aging Studies  
\*Journal of Black Psychology  
Journal of Child Psychology and Psychiatry and Allied Disciplines  
Journal of Consulting and Clinical Psychology  
Journal of Counseling Psychology  
\*Journal of Drug Issues  
Journal of Family Issues  
Journal of Family Psychology  
\*Journal of Family Violence  
Journal of Gay and Lesbian Psychotherapy  
\*Journal of Gerontological Social Work  
Journal of Homosexuality  
\*Journal of Interpersonal Violence  
Journal of Jewish Communal Service  
\*Journal of Marital and Family Therapy  
\*Journal of Multicultural Social Work  
\*Journal of Offender Counseling, Services & Rehabilitation  
Journal of Poetry Therapy  
Journal of Psychotherapy and the Family  
Journal of Social Work and Human Sexuality  
\*Journal of Studies on Alcohol  
\*Journal of Substance Abuse Treatment  
Journal of Traumatic Stress

\*Journal of Women and Aging  
Journal of Youth and Adolescence  
Psychotherapy  
\*Research on Social Work Practice  
Residential Treatment for Children and Youth  
\*Social Casework (Now Families in Society)  
\*Social Work  
\*Social Work in Health Care  
\*Social Work Research (Formerly Social Work Research and Abstracts)  
\*Social Work with Groups  
The American Journal of Drug and Alcohol Abuse  
\*The Gerontologist  
The Journal of Crisis Intervention  
Women and Therapy