



UNIVERSITY *of* HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

WWW.SW.UH.EDU

COURSE TITLE/SECTION: SOCW 7324/30333: Clinical Applications of the DSM in Social Work

TIME: Thursday 1-4

ROOM: SW 107B

FACULTY: Jodi Berger Cardoso, LCSW, PhD

OFFICE HOURS: Wednesday 1-3

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1. Course Description

A. Catalog Description:

Development of assessment and diagnostic skills and critical analysis of social work clinical applications based on the DSM

B. Purpose:

This is an advanced practice course that focuses on critically analyzing the categories in the DSM-IV-TR, or its newest version, and utilizing the DSM diagnostic guide to design assessment for clients in a variety of social work settings.

2. Course Objectives

Upon completion of this course, students will be able to:

1. Describe and critically analyze the political, economic and historical backgrounds of the DSM emphasizing its application in clinical social work practice; (Critical Thinking; Social Justice; Values/Ethics; Professional Context)
2. Communicate with clients, family members and other professionals regarding major mental disorders and their applicable criteria; (Practice)
3. Connect social work principles to the DSM diagnostic process; (Practice; Values/Ethics)
4. Develop accurate DSM diagnoses in an ethical manner; (Values/Ethics; Practice)
5. Demonstrate cultural competence based on the DSM diagnostic criteria in diverse clinical settings and in collaboration with other professionals; (Diversity; Professional Context)
6. Critically review the DSM diagnostic multi-axial statements prepared by other professionals; (Practice; Professional Context; Critical Thinking; Professional Identity)
7. Describe objectively the strengths and limitations of the DSM system; (Critical Thinking)
8. Use the DSM as a guide to evaluate clinical practice in social work settings that

serve diverse populations. (Diversity; Practice; Research)

III. Course Structure

A variety of teaching methods will be used during the course of the semester, including lecture, guest speakers, class discussion, videos and video vignette observation/discussion, and group/class activities. This course will require active participation and interaction, with the goal of stimulating critical thinking, an in-depth understanding of the material, and development of the skills and competencies necessary for using the DSM in practice. A mutually respectful and professional environment is expected.

The course will include the following content areas:

1. An in-depth examination of all DSM IV-TR diagnostic categories, including related historical, conceptual, social, empirical, and political influences on the development of the DSM system and various diagnoses. To the extent possible given information currently available, information on the content for the upcoming DSM-5 will also be included.
2. An introduction to how to use the DSM IV-TR as an assessment and treatment planning guide, including selection and use of evidence-based practices.
3. A critical review of the application of the DSM within a contextual, strength-based approach to practice.
4. An introduction to the roles of social work in medication management.
5. A critical review of the intersection of cultural diversity and mental illness and considerations of the impact of this diversity on assessment and practice.

IV. Textbooks

Required:

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*. Washington, DC: American Psychiatric Press. Available through the library – go to Irene Ke's home page and look under her social work resources tab

Pomeroy, E. & Wambach, K. (2003). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis*. Pacific Grove, CA, Brooks/Cole.

Gray, S. W., & Zide, M. R. (2013). *Psychopathology: A Competency-Based Assessment Model for Social Workers*. Belmont, CA: Brooks/Cole CENGAGE Learning.

***Other required readings will be posted on Blackboard under the date that each reading is due. Additional readings may be assigned.

Optional/ Highly Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Bentley, K. & Walsh, J. (2006). *The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Mental Health Clients, Families, and Providers*, Third Edition. Brooks/Cole Publishing.

Wedding, D., Boyd, M. A., & Niemiec, R. M. (2005) *Movies And Mental Illness: Using Films To Understand Psychopathology*, Second Revised and Expanded Edition. Cambridge, MA: Hogrefe.

V. Course Requirements

- A. **Reading Assignments:** Reading assignments will be primarily from the DSM-IV-TR, The Clinical Assessment Workbook, and the Gary and Zide, *Psychopathology* text. Additional required readings are listed on the course schedule and will be posted on Blackboard.
- B. **Short Weekly Case Assessments (20 points):** Case assessments will be assigned on a weekly basis from the Pomeroy & Wambach Clinical Assessment Workbook and graded based on the accuracy and completeness of assignment. These assignments require detailed reading of the DSM IV-TR assignment for the week and careful, critical thought regarding case formulation and multi-axial diagnosis. Case assignments must be turned in at the beginning of each course session to receive full credit. Late homework assignments will not be accepted for credit. If you must miss class, it is your responsibility to send your case to me by email by the start of class. A check will be given for satisfactory completion of the assignment, and a check-minus for assignments that demonstrate a lack of reading, understanding or completion of the assignment. For grading purposes, a check = 1 point (full credit), and a check-minus = .5 points. Assignments that are not turned in on time will receive a score of 0. There are 20 case studies (2 each assigned week) with each worth one possible point, for a total of 20 points or 20% of the grade. Please do not turn in the original copies from your workbook. Instead, number and type out your answers in 12-point font and double-space your work.

- C. **Group Class Presentation of a Mental Disorder (25 points):** In groups of two or three, students will be expected to participate in a presentation to the class on a different mental disorder using a biopsychosocial approach. The presentation is expected to be **no longer than 45 minutes.** ***Presentations will be given on the date that the disorder is discussed in class.***

A copy of the presentation must be distributed to the instructor and other classmates. Students also have the option of sending the presentation to the instructor at least 3 days before class to be uploaded to Blackboard. Creatively presented discussion of your chosen disorder will be considered as part of your grade. The following areas should be covered in the presentation:

1. A general definition and description of the characteristics of the specific disorder. Include both the current DSM-IV criteria and the proposed changes (if any) in DSM-5.
2. Information regarding bio-chemical or organic causes of the disorder (including genetic predisposition).
3. Current and/or frequently prescribed medications used to treat the disorder. Please include the effectiveness and common side effects for specific psychopharmacological treatments (not to exceed 5 minutes).
4. Information regarding psychological or developmental issues related to the origin of the disorder.
5. Discuss social/environmental factors and influences that may impact the development and diagnosis of the disorder. These include reports of incidence related to gender, race or culture and the cultural response to having the disorder.
6. Talk about how we assess for the disorder. Are there standardized measures that are often used to assess and measure it? Note specific issues for differential diagnosis (i.e. other disorders that may present in similar ways and what makes this one distinct from them)
7. Discuss recommended evidence-based treatment plans for the disorder citing appropriate evidence. Discuss how interventions specifically relate to the treatment of the disorder.
8. Identify community organizations/agencies, which offer services for people who have this disorder.
9. Find a video clip from a popular movie of no more than 10 minutes to illustrate the disorder.

References - Minimum of eight (8) with at least five (5) of these from sources other than the Internet. (May not include Wikipedia)

Must include a handout for the class that students can use to study for the licensure exam.

- D. **Special Topics Paper (15 points):** Building on the class presentation, each student will select a special population within the overall diagnosis that they have presented and write a short paper focusing on the particular issues for assessment and treatment of the disorder in that group. Papers must be 4-5 pages (excluding reference and title page), typed, and adhere to APA style: (http://www.sw.uh.edu/_docs/cwep/apa%206th%20Edition%20handout.pdf).

You must use a minimum of 6 peer-reviewed journal articles. If you need help with your literature review, please contact the social work librarian at least several weeks prior to the due date: Irene Ke at ijke@uh.edu or 713-743-9765. A search of the literature MUST include recent journal articles (within the last 5-7 years), but may also include seminal journal articles that fall outside this timeframe or recent book chapters. Papers will be graded on both content and writing style, and a rubric will be provided in advance for your consideration as you plan and write your paper. **Late papers (that is turned in after the start of the class it is due) will be penalized 10 points for every day it is late. Papers will not be accepted if they are more than 3 days late.** An outline of the paper is provided below.

- I. **Introduction/Statement of Problem (1/2 page):** This should include a clear introduction to the area you are focusing on within your paper. Please be specific. For example, don't just say you're focusing on anxiety in children. Specify the kind of anxiety disorder (Generalized Anxiety Disorder, PTSD, Social Phobia, etc). Also, be specific about what you mean by children. For example, are you interested in early infants, childhood, latency-age children or adolescents? Finally, please specify if you are looking at a particular gender and/or ethnic or cultural background. You may also want to consider the treatment setting or context as well.
- II. **A review of the scholarly literature concerning the efficacy of disparate treatment approaches with the problem area (2-3 pages):** The primary focus here should be on outcome studies (meta-analyses, systematic reviews, group designs, and in combination with the aforementioned studies—single case designs). This part of the paper should not summarize study after study, but instead integrate the findings into a “story” or narrative about what works and what doesn’t, and under what conditions and with whom it works. This section should also identify limitations in the current knowledge; for example, what questions remain and how can research help us learn more about the diagnosis and treatment with the special population

- III. **A summary of the literature with regard to any diversity and/or social justice issues (1 page)** related to the understanding of the assessment and treatment area.
 - IV. **Conclusions (1/2 page)** that summarize the knowledge discussed in the paper.
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- E. **Exams (30 points):** There will be 2 multiple choice/short answer exams covering the reading material and course content. The exams will be taken during the designated class time. Each exam is worth 15 points for a total of 30 points. These exams will be similar to licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam.
 - F. **Class Participation/Professionalism (10 points):** Class participation includes participating in class/group discussions and exercises, coming to class prepared, fully participating in your group project, not working on other course work or personal matters during class (including using cell phones or computers), and consistently attending and being on time to class. Attendance is not only expected, but is necessary for you to be successful in this class.

Students are expected to demonstrate professionalism that is required in the field.

A mutually respectful and professional environment is expected at all times. This includes turning off cell phones before class and not using laptops for personal use during class. Cell phone rings, text messaging, and the use of laptops can be very distracting to others who are trying to learn, and for this reason, I do not allow these electronic devices during the lecture. Your grade will be based on your ability to demonstrate thoughtful class participation as well as demonstrate professionalism and respect in the classroom.

VI. Attendance

Attendance and class participation are critical for effective learning and application: you cannot acquire the skills we practice in class by “checking in with a classmate” if you are absent. Attendance may also be taken into consideration should a student’s grade be marginal. Students are able to miss 1 unexcused absence during the semester. **At a student’s second absence, the student and the instructor will create an action plan. More than 3 excused or unexcused absences will result in the student withdrawing or failing the class.**

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

IV. Policy on Academic Dishonesty and Plagiarism

Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced, with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include

the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the APA style manual to ensure you are citing properly.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also involves using or having any materials on your desk during exams that are not related to exams (including smart phones or cell phones).

If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see me. I will be glad to discuss this with you. The University Policy on Academic Dishonesty can be found in your UH Student Handbook. A link to this policy is also available on blackboard.

Note: Syllabus & Class Schedule are subject to modification if & when necessary. Instructor reserves the right to revise Syllabus content, schedule or assignments for time management or other reasons after the course begins. It is possible not all topics listed below will be covered in class because of time limitations. Slides will be provided for most topics not covered in class.

X. Americans with Disabilities Statement:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

IX. Course Schedule and Assignments:

****Week 1: January 17, 2013****

Topics: Overview of syllabus and course introduction; History and Background of the DSM and its use in Social Work.

Assignment for Next Week: Write 3 paragraphs on how you see mental illness in your field placement. In the first paragraph, describe your placement – what services are provided? what do you do as an intern? In the second paragraph, talk about when and how you see people with mental disorders in your placement. In the third paragraph, talk specifically about how the DSM is used in your placement. This assignment will be graded like a case assessment.

****Week 2: January 24, 2013****

Topics: (An Introduction to the Competency-Based Assessment Model) Methods of assessment and the DSM; multi-axial classification system; mental status exam; severity assessment.

Assigned Readings (prior to this class):

1. DSM-IV-TR (pp. xxiii-xxxvii; 1-38)
2. Gray & Zide, Chapter 1
3. Clinical Assessment Workbook (pp. 1-13)
4. Lucas (1993) “Looking, listening and feeling: the mental status examination” (on Blackboard)

Due: DSM at your field placement (see details in week 1)

For next week's class: identify which chapter in the Surgeon's report you will read.

****Week 3: January 31, 2013****

Topics: Culture, Race, Ethnicity and Mental Illness

Assigned Readings (prior to this class). Please come prepared to discuss the readings in class.

1. Surgeon General's Report: Chapter 2 "Culture Counts: The Influence of Culture and Society on Mental Health." (on Blackboard).
2. One of the following: Surgeon General's Report Ch. 3 (African Americans); Ch. 4 (American Indians and Alaska Natives); Ch. 5 (Asian Americans and Pacific Islanders); or Ch. 6 (Hispanic Americans). Also on Blackboard.
3. Please read at least one of two supplemental articles in Blackboard: Kraemer or Minsky.

Due at End of Class: Group Presentation/Summary on Issues Related to Culture, Race, Ethnicity and Mental Illness. You will need to incorporate the reading from the Surgeon General's Report and 1 of the supplemental readings

****Week 4: February 7, 2013****

Topics: (Disorders of Infancy, Childhood, or Adolescence) Disruptive, Impulse Control, and Conduct Disorders: Conduct Disorder, Oppositional Defiant Disorder, Intermittent Explosive Disorder

Neurodevelopmental Disorders (Part 1): ADHD

Assigned Readings (prior to this class):

1. DSM-IV-TR (pp. 85-134)
2. Gray and Zide: Chapter 2
3. Clinical Assessment Workbook (pp. 14-25)

Due: Case Assessments 2.1 & 2.2

****Week 5: February 14, 2013****

Topics: (Disorders of Infancy, Childhood, or Adolescence) Neurodevelopmental Disorders (Part 2): Autism Spectrum Disorders, Social Communication Disorders, Speech Disorder

Assigned Readings (prior to this class):

1. DSM-IV-TR (pp. 39-84)
2. Gray and Zide: Chapter 2

Due: Case Assessments 2.3, 2.7;

****Week 6: February 21, 2013****

Topics: Neurocognitive Disorders: Delirium, Dementia, Amnestic and other Cognitive Disorders

Assigned Readings (prior to this class):

1. DSM-IV-TR (pp. 135-180; 181-190)
2. Gray and Zide: Chapter 3
3. Clinical Assessment Workbook Ch. 3 (pp. 69-73)

Student Presentation: Neurocognitive Disorders

Due: Case Assessments 3.1, 3.2

****Week 7: February 28, 2013****

Topics: Substance-Related Disorders

Assigned Readings (prior to class):

1. DSM-IV-TR (pp. 191-295)
2. Clinical Assessment Workbook Ch. 4 (pp.88-94)
3. Gray & Zide Chapter 4

Dr. Narendorf lecture on psychopharmacology

Student presentation: Substance Use/Dependence Disorders

Due: Case Assessments 4.1, 4.2

****Week 8: March 7, 2013****

****EXAM ONE AT BEGINNING OF CLASS****

****Week 9: March14, 2013****

SPRING BREAK: ENJOY!

****Week 10: March 21, 2013****

Topics: Schizophrenia Spectrum Disorders & Other Psychotic Disorders

Assigned Readings (prior to this class):

1. DSM-IV-TR (pp. 297-343)
2. Gray and Zide: Chapter 5
3. Clinical Assessment Workbook Ch. 5 (pp. 118-123)
- 4. Student Presentation: Schizophrenia and related disorders**

Due: Case Assessments 5.1, 5.2

****Week 11: March 28, 2013****

Topics: Mood Disorders

Assigned Readings (prior to class):

1. DSM-IV-TR (pp. 345-428)
2. Lukas (1993) "How to Determine if a Client Might Hurt Herself." (on Blackboard)
3. Clinical Assessment Workbook Ch. 6 (pp. 143-148)
4. Gray & Zide, Chapter 6

2 Student presentations: 1. Bipolar Disorders, 2. Depressive Disorders

Due: Case Assessments 6.1, 6.2

****Week 12: April 4, 2013****

Topics: Anxiety Disorders, Dissociative Disorders

Assigned Readings (prior to class):

1. DSM-IV-TR (pp. 429-484; 519-533)
2. Clinical Assessment Workbook Ch. 7 & 9 (pp. 173-178; pp. 226-228)
3. Gray & Zide, Chapters 7 and 9

2 Student Presentations: 1. PTSD and trauma related disorders, 2.Obsessive Compulsive Disorder and related disorders

Due: Case Assessments 7.6, 9.1

****Week 13: April 11, 2013****

Topics: (Somatoform, Factitious, and Malingering Disorders) Eating Disorders, Sleep Disorders, Somatoform Disorders, Factitious Disorders, Sexual and Gender Identity Disorders, Adjustment Disorders and Other Conditions of Attention (V-Codes)

Assigned Readings (prior to class):

1. DSM-IV-TR (pp. 583-595; 597-661; 663-678, 485-513; 513-519; 535-583; 597-661; 679-683; 731-743)
2. Gray and Zide: Chapter 8
3. Clinical Assessment Workbook Ch. 8, 11 (pp.209-212))

1 Student Presentations: Eating Disorders

Due: Case Assessments 8.1, 11.1
Special Topics Paper Due**

****Week 14: April 18, 2013****

Topics: Personality Disorders

Assigned Readings (prior to class):

1. DSM-IV-TR (pp. 685-729)
2. Clinical Assessment Workbook Ch. 14 (pp. 305-309)
3. Gray and Zide Chapter 11

2 Student Presentation: 1: Borderline Personality Disorder; 2: Antisocial and Narcissistic Personality Disorders

DUE: Case Assessments 14.1, 14.2

****Week 15: April 25, 2013****

****EXAM TWO****
