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-5, 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. Describe objectively the strengths and limitations of the DSM system; (Critical Thinking)
   7. 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 5 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 5 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:**


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

You can also access the DSM 5 by going to Irene Ke’s home page and look under her social work resources tab

**Optional/ Highly Recommended:**

V. **Course Requirements**

A. **Reading Assignments:**

B. **Short Weekly Case Assessments (30 points):** Case assessments will be assigned on a weekly basis. Weekly cases will be posted on blackboard one week before the assignment is due. Case assignments must be uploaded to Blackboard by the beginning of each course session to receive full credit. Late homework assignments will not be accepted for credit. Full points will be given for satisfactory completion of the assignment, and half credit for assignments that demonstrate a lack of reading, understanding or completion of the assignment (possible grades include, 0, 0.5, and 1 point). For the first 10 cases, each case will be worth 1 point. For the last 10 cases, the cases will be worth 2 points each (0, 1, 2 points).

C. **In Class Exams (40 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 20 points for a total of 40 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.

D. **Take Home Case Exam (20 points):** You will be given two cases that mirror what you are doing in the weekly case write ups to complete as a take home exam. These cases will be given in class on week 13 and will be due the following week. You are expected to complete them on your own without conferring with your peers.

E. **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 excused or unexcused absence. **At a student’s second absence, there will be an action plan created. At a student’s third absence, 5 points will be deducted from the final participation grade.** Four or more 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. This scale will be used to assign final course letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100% of the points</td>
</tr>
<tr>
<td>A-</td>
<td>92-95.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>72-75.9%</td>
</tr>
<tr>
<td>C-</td>
<td>68-71.9%</td>
</tr>
<tr>
<td>D</td>
<td>64-67.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 64%</td>
</tr>
</tbody>
</table>

### 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.

VIV. 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 is 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 14/16, 2014**

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

Assigned Readings (prior to class):

1. DSM-5 (pp. xiii-25)

**Week 2: January 21/23, 2014**

Topics: Methods of assessment and the DSM; mental status exam; severity assessment.

Assigned Readings (prior to class):

1. The Pocket Guide to the DSM-5 Diagnostic Exam (Chapters 1-3, pp. 3-31)
3. 6 Steps to Differential Diagnosis (handout included on blackboard)
4. Mental Health Status Exam/MINI MENTAL (handout on blackboard)
5. Read Case 2.7 for Discussion about Clinical Case Assessment Summaries

***In class activity**** Watch video and write a mental health status exam based on the information you observe in the video -
**Week 3: January 28/30, 2014**

**Topics:** Neurodevelopmental Disorders

**Assigned Readings (prior to class):**

1. DSM-5 (pp. 29-86)
3. Case Reading for discussion in class: Temper Tantrums (can be found on blackboard)

**Due:** Case Assessments 2.1, 2.3 to be uploaded on Blackboard BEFORE class

**Week 4: February 4/6, 2014**

**Topics:** Impulse Control Disorders

**Assigned Readings (prior to class):**

1. DSM-5 (pp. 461-480)
3. Case Reading for Class Discussion: Impossible to Live With (case can be found on blackboard)

**Due:** Case Assessments 2.2 and 2.6 to be turned in on blackboard BEFORE class

**Week 5: February 11/13, 2014**

**Topics:** Trauma and Stressor-Related Disorders; Dissociative Disorders

**Assigned Readings (prior to class):**

1. DSM-5 (pp. 265-307)
3. Case Reading for Class: Dangerous Behaviors and Stressed Out
Case Assessments Due BEFORE class on Blackboard: 9.0 and 9.1
Guest Speaker: Rosalie Hyde

**Week 6: February 18/20, 2014**

Topics: Substance-Related and Addictive Disorders

Assigned Readings (prior to this class):
1. DSM-5 (pp. 481-503; 509-589)
2. Case Reading: Betting on Sports
3. NIDA Report on Comorbidity (uploaded to blackboard)

Due: Case Assessments Due Before Class on Blackboard: 4.5 and 4.6

**Week 7: February 25/27, 2014**

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

Assigned Readings (prior to class):
1. DSM-5 (pp. 87-122)
2. Case Reading: Hallucinations of a Spiritual Nature
3. Case Reading: John Evans (Sad and Psychotic)
4. Go to http://www.criticalthinkrx.org/testmodules.asp, look through the modules and information provided

Dr. Narendorf lecture on psychopharmacology

Due: Case Assessments Due On Blackboard Before Class: 5.0 and 5.4.

**Week 8: March 4/6, 2014**

**EXAM ONE AT BEGINNING OF CLASS**

March 10-14, 2014

SPRING BREAK: ENJOY!
**Week 9: March 18/20, 2014**

**Topics:** Mood Disorders: Bipolar and Related Disorders; Depressive Disorders

**Assigned Readings (prior to this class):**

1. DSM-5 (pp. 123-188)
2. Lukas (1993) “How to Determine if a Client Might Hurt Herself.” (on Blackboard)
3. Case Reading: Wyatt
4. Case Reading: Feeling Low for Years

**Guest Speaker:** Brett Needham;
**Due:** Case Assessments: Case 6.0, 6.1

**Week 10: March 27/29, 2014**

**Topics:** Anxiety Disorders; Obsessive Compulsive and Related Disorders

**Assigned Readings (prior to class):**

1. DSM-5 (pp. 189-264)
2. Case Reading: Logan
3. Case Reading: Vincent Mancini
4. Case Reading: Wendy Nichols
5. Case Reading: Maria Greco

**Due:** Case Assessments Due Before Class on Blackboard: Case 7.0 and 7.2

**Week 11: April 3, 2014**

**Topics:** Somatic Symptom and Related Disorders; Feeding and Eating Disorders

**Assigned Readings (prior to class):**

1. DSM-5 (pp. 309-360)
2. Case Readings: Abdominal Pain
3. Case Readings: Weight Gain
4. Extra assigned reading: To be Determined

Cases Due on Blackboard Before Class: 8.2 and 11.2

**Week 12: April 10, 2014**

Topics: Neurocognitive Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 591-643)
2. Case Readings: Suddenly Rebellious
3. Case Readings: Disheveled and Drained
4. Extra assigned reading to be determined

Due: Case Assessments Due on Blackboard Before Class: 3.1 and 3.3

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**Week 13: April 17, 2014**

Topics: Personality Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 645-684)
3. Case Readings: Unfairness
4. Case Readings: Personality Conflicts

DUE: Case Assessments Due Before Class On Blackboard: 14.1 and 14.4

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**Week 14: April 24, 2014**

Review for Exam 2

Guest Lecture: Becca Keo (Gender Dysphoria)

NOTE: Take Home Case Write Ups Due on Blackboard before Class

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Final Exam: TBA
Ideally April 30 at 10:00 am for all sections