COURSE TITLE/SECTION: 7324/16012 Clinical Apps of DSM in SW

TIME: 1:00 pm – 4:00 pm (Wednesday)

FACULTY: Jill Gracely
OFFICE HOURS: TBA

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Phone: 832-314-6145

I. Course

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

II. Course Objectives

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

1. Critically analyze the political, economic and historical backgrounds of the DSM (Critical Thinking; Social Justice; Values/Ethics; Professional Context);

2. Discuss critically the strengths and limitations of the DSM system specifically in relation to social work values, ethics and practice (Practice; Professional Context; Critical Thinking; Professional Identity);

3. Critically analyze the DSM diagnostic criteria with regard to their applicability and sensitivity across diverse cultures and groups. (Practice; Values/Ethics; Diversity; Professional Context);

4. Describe and apply the diagnostic criteria for the most common mental disorders specified in DSM and develop accurate DSM diagnoses in an ethical and culturally sensitive manner (Practice; Critical Thinking; Values/Ethics);

5. Identify empirically-supported interventions for the most common mental disorders (Practice; Research; Diversity; Critical Thinking; Professional Context);
6. Describe how common comorbidities, family factors, cultural context, and health disparities can influence identification, treatment and prognosis (Practice; Diversity; Research);

7. Discuss the importance of communicating diagnostic criteria and mental disorders with clients, family members and other professionals (Practice; Research; Critical Thinking); and

8. Describe commonly used assessment instruments for the most common mental disorders, and be able to think critically about which measures to use in which situations (Practice; Research; Critical Thinking).

III. Course Content

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.

**The Instructor reserves the right to change the syllabus as necessary during this semester**

IV. 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.
V. Textbooks


VI. Course Requirements

**A. Reading Assignments:** Reading Assignments will be primarily from the DSM-5 and the Clinical Assessment Workbook.

**B. Case Formulation – (35 Points):** Case formulation (13-15 pages) is due at the beginning of class on week eleven (March 25th, 2020). The purpose of the case formulation section is to encourage critical thinking and integration of class, reading and practice materials. Case formulation will be given a letter grade along with comments and feedback. The case formulation will be worth 35% of your final grade (assignment developed by Dr. Robin Gearing)

Criteria to be used to grade case formulations include the following:

1) research skills (use of library, sources);

2) analytical skills (logical, objective development);

3) integration of course concepts and readings;

4) expressive quality (writing, editing, ease of reading, grammar, spelling); and

5) insight and innovation (originality, creativity).

Papers are to be typed with one-inch margins and double-spaced in 12-point font and written in appropriate academic style using the Publication Manual of the American Psychological Association (7th edition). If you are having difficulties with writing, go to the writing workshop immediately.

The case formulation must be submitted on time 2% of the grade will be deducted for every day the case formulation section is late for the first week and 4% per day after the seventh day.
B) On February 26, 2020, you should submit the first draft of Part 1 of the case formulation, which will be (anonymously) reviewed by a peer in the class using a rubric developed by the instructor.

C) Review of Peer Case Formulation – (15%): Due by email by March 4th, 2020 by 12:00PM (noon).

C. Quizzes (20 Points) Completion of the required readings before class is necessary to maximize student participation and learning, and to build upon and discuss each topic. To encourage these readings, there will be a 5-item true/false quiz at the beginning of 5 designated class sessions. Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The one quiz with the lowest number of correct answers will be dropped from the final calculation for 20% of the course grade. Regardless of reason for absences or tardiness any quiz that is missed due to absence or tardiness will be the quiz grade that is dropped. If more than one quiz is missed regardless of the reason, those additional quizzes will be included with a score of 0 in the overall calculation.

D. In-Class Final Exam (30 points) The final exam will be multiple choice/short answer covering the reading material and course content. The exam will be taken during the designated class time. The exam 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.

E. Attendance and Class Participation (15 points) Attendance and class participation are critical for effective learning and application. Tardiness will also impact this portion of class grade. Students are able to miss 1 excused or unexcused absence. At a student’s second absence, the student will be required to meet with the professor to come up with a success plan to prevent future absences (the academic affairs advisor may be involved in this meeting.) At a student’s third absence 5 points will be deducted from the final grade. Four or more excused absences will result in the student withdrawing for failing the class.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>92-95.9%</td>
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<tr>
<td>B+</td>
<td>88-91.9%</td>
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<tr>
<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
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<td>C+</td>
<td>76-79.9%</td>
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<td>C</td>
<td>72-75.9%</td>
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<td>C-</td>
<td>68-71.9%</td>
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<tr>
<td>D</td>
<td>64-67.9%</td>
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<tr>
<td>F</td>
<td>Below 64%</td>
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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 completed in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure


Definitions:

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

**Plagiarism**
- Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

**Cheating and Unauthorized Group Work**
- Openly cheating in an examination, as copying from another's paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to
unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;

d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;

e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;

f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;

h. Using another's laboratory results as one’s own, whether with or without the permission of the owner;

i. Falsifying results in laboratory experiments;

j. Misrepresenting academic records or achievements as they pertain to course prerequisites or co-requisites for the purpose of enrolling or remaining in a course for which one is not eligible;

k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;

m. Mutilating or stealing library materials; mis-shelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct, which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty
should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments

**Week 1: January 15, 2020**

Topics: Overview of syllabus a course introduction; History and background of the DSM and its use in Social Work; Stigma and Mental Health

Assigned Readings (prior to class): Start reading assignments for week 2 as soon as possible

**Week 2: January 22, 2020**

Topics: Methods of assessment and the DSM; Mental Status Exam; severity assessment, V/Z codes, Culture, Race, Ethnicity and Mental Illness

Assigned Readings (prior to class)

1. DSM-5 (pp.5-24; 715-727).


3. A Treatment Improvement Protocol: Improving Cultural Competence, SAMHSA Tip 59 (Blackboard)

**QUIZ #1**

**Week 3: January 29, 2020**

Topics: Neurodevelopmental Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 31-86)

2. Clinical Assessment Workbook Chapter 2, (pp. 16-25)
3. Case Reading 2.3, Jamie Mason; 2.4, Joey Brown; and 2.5, Jason Jones for class discussion

**QUIZ #2**

**Week 4: February 5, 2020**

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 87-122)

2. Schizophrenia Vocabulary Handout (Blackboard)

4. Clinical Assessment Workbook Chapter 3 (pp.42-55)

5. Case Reading 3.5, Vicki Johnson for class discussion

6. Go to http://www.criticalthinkrx.org/testmodules.asp, look through the modules and information provided

**QUIZ #3**

**Week 5: February 12, 2020**

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

Assigned Readings (prior to class):

1. DSM-5 (pp. 123-188)

2. Clinical Assessment Workbook Chapter 4 & 5 (pp. 79-88; 101-112)

3. Lukas (1993) “How to Determine if a Client Might Hurt Herself.” (Blackboard)

4. Read Case 5.2, Kathy Claybourne and 4.3 Gloria Suarez

**QUIZ #4**
Week 6: February 19, 2020

Topics: Anxiety Disorders; Obsessive Compulsive and Related Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 189-233; 235-264)
2. Clinical Assessment Workbook Chapter 6 & 7 (pp. 132-140; 158-166)
3. Read Case 6.3, Sam Barnes; 6.5, Peggy Wilson; and 7.3 Emer Amari

QUIZ #5

Week 7: February 26, 2020

Topics: Trauma and Stressor-Related Disorders; Dissociative Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 265-290; 291-307)
2. Clinical Assessment Workbook Ch. 8 & 9 (pp.180-197; 232-238)
3. Read Case 8.8, Arturo Rodriguez; 9.2, Larry Schenk; and 8.9, Sonny Blalock

DUE: FIRST DRAFT – CASE FORMULATION – PART 1

Week 8: March 4, 2020

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

Assigned Readings (prior to class):

1. DSM-5 (pp. 309-360)
2. Clinical Assessment Workbook 246-266; 267-296

DUE:
Week 9: March 11, 2020

SPRING BREAK...ENJOY

Week 10: March 18, 2020

Topics: Substance-Related and Addictive Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 481-503; 509-589)
2. Clinical Assessment Workbook Ch. 16 (pp. 347-357)
3. NIDA Report on Comorbidity (Blackboard)
4. Read 16.2 Maria Quantas and 16.6, Victor Reynolds

Week 11: March 25, 2020

Topics: Disruptive, Impulsive-Control, and Conduct Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp.461-480)
2. Clinical Assessment Workbook Ch. 15
3. Read Case 15.2, Michael Barron and 15.3, Sandra Jenkins

DUE: CASE FORMULATION – FINAL DRAFT

Week 12: April 1, 2020

Topics: Personality Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 645-684) 2
2. Clinical Assessment Workbook Ch. 18 (pp. 392-397)

3. Read Case Kyle Monroe and Sherry Black, 18.3 and Erin Connors, 21.5

**Week 13: April 8, 2020**

Topics: Neurocognitive Disorders

Assigned Reading (prior to class)

1. DSM 5 (pp. 591-643)

2. Clinical Assessment Workbook Ch. 17 (pp. 377-381)

**Week 14: April 15, 2020**

Topics: Sexual Dysfunctions and Paraphilic Disorders

Assigned Readings (prior to class):

1. DSM 5 (pp. 423-450, 685-705)

2. Clinical Assessment Workbook Ch. 13 & 14 (pp.309-326)

3. Bring questions for review for Final Exam

**Week 15: April 22, 2020**

Topics: Review for Final Exam

**Week 16: April 29, 2020**

**IN-CLASS FINAL EXAM**

**XI. Americans with Disabilities Statement**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.