



COURSE TITLE/SECTION: SOCW 7324/17826 Clinical Application of the DSM in Social Work

TIME: Tuesday 6:00pm – 9:00pm

FACULTY: Patricia G. Taylor, LCSW, Ph. D

OFFICE HOURS: By appointment SW 438

E-mail: ptaylor2@uh.edu

Phone: 713/961-0016

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. 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:

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition: DSM-5*. Arlington, VA: American Psychiatric Publishing.
2. Elizabeth Pomeroy (2015). *The Clinical Assessment Workbook*. Cengage Learning. Boston, Ma.

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

Optional/ Highly Recommended:

1. Bentley, K. & Walsh, J. (2014). *The Social Worker and Psychotropic Medication: Toward Effective Collaboration with Mental Health Clients, Families, and Providers*, Fourth Edition. Brooks/Cole Publishing.

2. Jongsma, Arthur E. (2014). *The Complete Adult Treatment Planner: Includes DSM 5 Updates*. Wiley Press.
3. Nussbaum, A. M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing

V. Course Requirements

- A. **Reading Assignments:** Readings for each week consist of content from the DSM-5 and The Clinical Assessment Workbook. Additional readings are listed on the course schedule and will be posted on Blackboard. You are expected to come to class having completed the assigned readings in order to fully participate in class.
- B. **Short Weekly Case Assessments (40 points):** Case assessments will be assigned on a weekly basis from the Pomeroy Clinical Assessment Workbook and graded based on the accuracy and completeness of the assignment. **Each case assessment requires reading the case, and answering questions at the end of the case. When answering the diagnostic questions, to earn full credit, you must provide a rationale for your diagnosis (by discussing the number/type of symptoms, severity and differential diagnosis).** Case assignments must be uploaded to Blackboard by the beginning (5:45 pm) on the day of class to receive full credit. Late homework assignments will not be accepted for credit. Spelling, grammar, and use of professional language is expected. There are a total of 20 cases, 2 cases each of 10 weeks with a possible point value of 2 points per case. These cases will comprise 40% of the grade in this class. It is expected that this will be an individual effort by each student.
- C. **In Class Mid Term Exam (20 points):** There will be a multiple choice/short answer exams covering the reading material and course content. The exams will be taken during the designated class time. 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. **Final Exam (20 points):** You will be given an in- class final exam that will consist of multiple choice questions covering the semester's material and two cases that mirror what you are doing in the weekly case write ups.
- E. **Class Participation/Professionalism & Quizzes (20 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. You can expect weekly quizzes on the assigned

readings.

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.

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 completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or 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 using APA style format (or as approved by the instructor), 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 current APA manual for further information.

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 instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

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.

XI. Course Schedule and Assignment

****Week 1: January 20, 2015****

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

Assigned Readings: Start reading assignments for week 2 as soon as possible; it is a heavier week

****Week 2: January 27, 2015** Expect a Quiz**

Topics: Methods of assessment and the DSM; mental status exam; severity assessment; V and Z codes, Culture, Race, Ethnicity and Mental Illness.

Assigned Readings (prior to class):

1. DSM 5 (pp. 5-24; 715-727)
2. Clinical Assessment Workbook Ch. 1 & 20 (pp.1-13; 419-22)
3. The Pocket Guide to the DSM-5 Diagnostic Exam (Chapters 1-3, pp. 3-31)
4. Lukas (1993): Looking, Listening, and Feeling: The Mental Health Status Exam, on Blackboard
5. Differential Diagnosis Step by Step (handout included on blackboard)
6. Mental Health Status Exam/MINI MENTAL (handout on blackboard)

Bring Clinical Assessment Workbook to class

****Week 3: February 3, 2015** Expect a Quiz**

Topics: Neurodevelopmental Disorders (Including Autism Spectrum and Attention Deficit disorders)

Assigned Readings (prior to class):

1. DSM-5 (pp. 29-86)
2. Clinical Assessment Workbook Ch. 2 (pp. 16-25)

Recommended: Jongsma (2014) Treatment Planner "ADHD"

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

****Week 4: February 10, 2015****
Expect a Quiz

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 87-122)
2. Clinical Assessment Workbook Ch. 3 (pp. 42-55)

Recommended: Jongsma (2014) Treatment Planner “Psychotism”

Due: Case Assessments: 3.1 & 3.5 to be uploaded on Blackboard BEFORE CLASS

****Week 5: February 17, 2015****
Expect a Quiz

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

Assigned Readings (prior to this class):

1. DSM-5 (pp. 123-188)
2. Clinical Assessment Workbook Ch. 4 & 5 (pp. 79-88; 101-112)
3. Lukas (1993) “How to Determine if a Client Might Hurt Herself.” (on Blackboard)

Recommended: Jongsma (2014) Treatment Planner “Bipolar Depression, Bipolar Mania, Suicidal Ideation, Unipolar Depression and Suicidal Ideation”

Due: Case Assessments: 4.1 & 5.5 to be uploaded on Blackboard BEFORE CLASS

****Week 6: February 24, 2015****
Expect a Quiz

Topics: Anxiety Disorders; Obsessive Compulsive and Related Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 189-264; 235-264)
2. Clinical Assessment Workbook Ch. 6 & 7 (pp. 132-140; 158-166)
3. Patterson et al. (2010) “Anxiety Disorders” (on Blackboard)

Recommended: Jongsma (2014) Treatment Planner “Anxiety” and “Obsessive Compulsive Disorder”

Due: Case Assessments: 6.5 & 7.2 to be uploaded on Blackboard BEFORE CLASS

****Week 7: March 3, 2015****

Expect a Quiz

Topics: Trauma- and Stressor-Related Disorders; Dissociative Disorders (will not be tested for Midterm Exam ; this material will be on Final exam)

Assigned Readings (prior to class):

1. DSM-5 (pp. 265-307)
2. Clinical Assessment Workbook Ch. 8 & 9 (pp. 180-197;232-238)

Recommended: Jongsma (2014) Treatment Planner “Post Traumatic Stress Disorder” and “Dissociation”

Due: Case Assessments: 8.1 & 8.8 to be uploaded on Blackboard BEFORE CLASS

****Week 8: March 10, 2015****

****MID TERM EXAM AT BEGINNING OF CLASS****

****Week 9: MARCH 17-20****

SPRING BREAK: ENJOY!

****Week 10: March 24, 2015****

Expect a Quiz

Topics: Somatic Symptom and Related Disorders; Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria and Paraphilic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 309-360)
2. Clinical Assessment Workbook Ch. 10, 11, 12,13 (pp. 143-172, 246-250; 267-277; 298-303; 309-312; 413-414)

Recommended: Jongsma (2014) Treatment “Eating Disorders” and “ Obesity”

Due: Cases Assessments: 10.5 & 11.2 to be uploaded on Blackboard BEFORE class

****Week 11: March 31, 2015****

Expect a Quiz

Topics: Disruptive, Impulse Control, and Conduct Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 461-480)
2. Clinical Assessment Workbook Ch. 15
- 3.

Recommended: Jongsma (2014) Treatment Planner “Impulse Control Disorders” and

“Anger Control Problems.”

Due: Case Assessments: 15.1 & 15.2 to be turned in on blackboard BEFORE class

****Week 12: April 7, 2015****

Expect a Quiz

Topics: Substance-Related and Addictive Disorders

Assigned Readings (prior to this class):

1. DSM-5 (pp. 481-503; 509-589)
2. Clinical Assessment Workbook Ch. 16 (pp. 347-357)

Recommended: Jongsma (2014) Treatment Planner “Substance Use”

Due: Case Assessments: 16.3 & 16.6 to be uploaded on Blackboard BEFORE CLASS

****Week 13: April 14, 2015****

Expect a Quiz

Topics: Personality Disorders

Assigned Readings (prior to class):

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

Recommended: Jongsma (2014) Treatment Planner “Antisocial Behavior” and “Dependency”

DUE: Case Assessments: 18.1 & 18.4 to be uploaded on Blackboard BEFORE CLASS

****Week 14: April 21, 2015****

Expect a Quiz

Topics: Neurocognitive Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 591-643)
2. Clinical Assessment Workbook Ch. 17 (pp. 377-381)

Recommended: Jongsma (2014) Treatment Planner “Cognitive Deficits”

Guest Speaker: Liza Barros, MSW

Due: Case Assessments: 17.2 & 17.3 to be uploaded on Blackboard BEFORE CLASS

****Week 15: April 28, 2015****

Final Exam