



COURSE TITLE/SECTION: SOCW 7324/17828 Clinical Applications of the DSM in Social Work

TIME: Thursday 1:00pm-4:00pm Room 107A

FACULTY: Danielle Parrish, PhD

OFFICE HOURS: Thursday 12pm-1pm, 4pm-5pm

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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. Critically review the DSM diagnostic 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 Content

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.
2. An introduction on 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-5 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 the semester.

IV. Textbooks

Required:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of*

Mental Disorders, Fifth Edition. Washington, DC: American Psychiatric Press.

Pomeroy, E. (2015). *The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, 2nd edition.* Boston, MA, Cengage Learning.

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

Optional/ Highly Recommended:

Corcoran, J., & Walsh, J.M. (2015). *Mental health in social work: A casebook on diagnosis and strengths based assessment.* New York: Pearson.

Durand, V., M. & Barlow, D.H. (2015). *Abnormal psychology: An integrated approach (7th ed.).* Belmont, CA: Cengage Learning.

Frances, A. (2013). *Saving normal: An insider's revolt against out-of-control psychiatric diagnosis, DSM-5, big pharma and the medicalization of ordinary life.* New York: HarperCollins Publishers.

Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). *The complete adult psychotherapy treatment planner (5th ed.).* Hoboken, New Jersey: Wiley.

Patterson, J., Alcala, A.A., McCahill, M.E. & Edwards, T.M. (2010). *The therapist's guide to pharmacology: Working with patients, families, and physicians to optimize care (revised edition).* New York: The Guilford Press.

Zimmerman, M. (1994). *Interview Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Examination.* Psych Press Products, East Greenwich, RI.

V. Course Requirements

A. Reading Assignments: Reading assignments will be primarily from the DSM-5 and The Clinical Assessment Workbook. Additional required readings are listed on the course schedule and will be posted on Blackboard.

B. Short Weekly Case Assessments (30 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 assignment. These assignments require detailed reading of the DSM-5 assignment for the week and careful, critical thought regarding case formulation and diagnosis. **Each case assessment requires reading the case, and answering questions at the end of the case. When answering the diagnostic question, 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 turned in online in Blackboard prior to 12:45 on the day of class to receive full credit. Late homework assignments will not be accepted for credit. Answers must be double-spaced and in 12 font. Please take this opportunity to practice your writing skills for your future career as a social worker - check your spelling, grammar and use of professional language.

A check-plus will be given for excellent case formulations, a check 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-plus = 2.5 points (a half bonus point), a check = 2 points (full credit), and a check-minus = 1 point. Assignments that are not turned in on time will receive a score of 0. There are 15 case studies with each worth two possible points, for a total of 30 points or 30% of the grade. **Case assessments are to be done independently prior to class.**

- C. Weekly Quizzes (10 points):** Completion of the required readings before class is essential 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 10 designated class sessions.** Each quiz will assess whether the students read and recall the main points of the assigned readings for that session. The overall percentage of correct answers across all but two quizzes will account for 10 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. Regardless of the reason for absences or tardiness, any quizzes that are missed due to absence or tardiness will be included among the two dropped quizzes. If more than two quizzes are missed (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation.
- D. Exams (60 points):** There will be two exams that include a take home exam component (demonstrating skills in assessment and diagnosis) and an in-class multiple choice/short answer exam component covering the reading material and course content. Each exam is worth 30 points for a total of 60 points. The multiple choice component will test knowledge of DSM-5 content, while the take home exam will allow students to demonstrate the application of such knowledge to a practice case. Of the 30 points possible for each exam, the multiple choice exam is worth 20 points and the take home exam is worth 10 points.
- E. Class Participation Bonus:** Students that exhibit thoughtful class participation can earn up to 5 bonus points. Class participation includes active participation in class/group discussions and exercises, 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.

F. Extra Credit Opportunity: An additional learning opportunity is available for students who are interested in supplementing their learning experience by “putting it all together”. This assignment, for which you can earn up to 10 points, requires a complete written psychosocial assessment, diagnosis and treatment plan for either an appropriate client in your field setting (per the permission of your field instructor) or a “snapshot in time” of the main character in one of the following books:

- Still Alice, by Lisa Genova
- The Silver Linings Playbook, by Matthew Quick
- The Center Cannot Hold, by Elyn R. Saks
- Look Me in the Eye, My Life with Asperger’s, by John Elder Robinson

If the focus of the paper is a client from field or a work setting, all information must be de-identified to protect client confidentiality. Students are encouraged to use the outline provided in The Clinical Assessment Workbook (required reading). The treatment plan should follow a similar format as the Jongsma et al (2014) chapters on Blackboard and be based on sound evidence. The paper must be 6-8 pages and provide a sound rationale for both the diagnosis and the treatment plan.

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 tolerate it. For students that find that laptops are an essential tool for note taking, please sit in the back row of class (where the use of computers is less likely to distract others), and restrict computer use solely to note taking.

VI. Evaluation and Grading

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

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|---------------------------|---------------|
| 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% |

VII. 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**.

VIII. 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. 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.

IX. Course Schedule and Reading Assignments

****Week 1: January 22, 2015****

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

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

****Week 2: January 29, 2015****

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

Assigned Readings (prior to this class):

1. DSM-5 (pp. 5-24; 715-727)
2. Zimmerman (pp. 120-125) - on Blackboard
3. Clinical Assessment Workbook Ch. 1 & 20 (pp. 1-13; 419-422)
4. Lucas (1993) "Looking, listening and feeling: the mental status examination" (on Blackboard)
5. A Treatment Improvement Protocol: Improving Cultural Competence, SAMHSA Tip 59 (on Blackboard), Chapter 3 - To read and discuss in groups (not on quiz)

Recommended: Jongsma (2014) Treatment Planner "Sample Treatment Plan"

QUIZ #1

****Week 3: February 5, 2015****

Topics: Neurodevelopmental Disabilities

Assigned Readings (prior to this class):

1. DSM-5 (pp. 31-86)
2. Clinical Assessment Workbook Ch. 2 (pp. 16-25)

Recommended: Jongsma (2014) Treatment Planner "ADHD"

Due: Case Assessments 2.1 & 2.2

QUIZ #2

****Week 4: February 12, 2015****

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

(Guest Lecture: Dr. Britta Ostemeyer, MD, MBA, FAPA, Paul and Ruth Jonas Chair, Chairman, The University of Oklahoma College of Medicine, Department of Psychiatry and Behavioral Sciences)

Assigned Readings (prior to this class):

1. DSM-5 (pp. 87-122)
2. Clinical Assessment Workbook Ch. 3 (pp. 42-55)
3. Patterson et al. (2010) "Schizophrenia and Other Psychoses" (on Blackboard)

Recommended: Jongsma (2014) Treatment Planner "Psychotism"

Due: Case Assessments 3.1 & 3.3

QUIZ #3

****Week 5: February 19, 2015****

Topics: Bipolar and Related Disorders; Depressive Disorders

Assigned Readings (prior to this class):

1. DSM-IV-5 (pp.123-188)
2. Clinical Assessment Workbook Ch. 4 & 5 (pp. 79-88; 101-112)
3. Patterson et al. (2010) "Mood Disorders" (on Blackboard)
4. Lucas (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& 5.3

QUIZ #4

****Week 6: February 26, 2015****

Topics: Anxiety Disorders; Obsessive Compulsive and Related Disorders
(Guest Lecture: Dr. Elizabeth McIngvale-Cegelski)

Assigned Readings (prior to this class):

1. DSM-5 (pp. 189-233; 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 6.2 & 7.2

QUIZ #5

****Week 7: March 5, 2015****

Topics: Trauma- and Stressor-Related Disorders & Dissociative Disorders (will not be tested for Exam 1; this material will be on Exam 2)

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)

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

Due: Case Assessments 8.7 & 9.1

QUIZ #6

****Week 8: March 12, 2015****

EXAM 1 IN-CLASS: TAKE HOME 1 EXAM DUE BEGINNING OF CLASS

****Week 9: March 19, 2015****
SPRING BREAK: ENJOY!

****Week 10: March 26, 2015****

Topics: Disruptive, Impulsive-Control, and Conduct Disorders

Assigned Readings (prior to class):

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

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

Due: Case Assessments 15.1

QUIZ #7

****Week 11: April 2, 2015****

Topics: Substance-Related and Addictive Disorders

Assigned Readings (prior to class):

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

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

Due: Case Assessment 16.4 & 16.5

QUIZ #8

****Week 12: April 9, 2015****

Topics: Neurocognitive Disorders & Gender Dysphoria
(Guest Lecture: Rebecca Keo-Meier, MSW)

Assigned Readings (prior to class):

1. DSM-5 (pp. 591-643; 451-459)
2. Clinical Assessment Workbook Ch. 17 (pp. 377-381; 309-312)
3. Patterson et al (2010) “Cognitive Disorders”

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

Due: Case Assessment 17.1

QUIZ #9

****Week 13: April 16, 2015****

Topics: Personality Disorders

Assigned Readings (prior to class):

1. DSM-5 (519-533)
2. Clinical Assessment Workbook Ch. 18 (pp. 392-397)

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

Due: Case Assessment: 18.4

QUIZ #10

****Week 14: April 23,
2015****

Topics: Somatic Symptom Disorders, Feeding/Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunctions, and Paraphilic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 309-327; 329-354; 355-360; 361-422; 423-450; 685-705)
2. Clinical Assessment Workbook Ch. 10, 11, 12, 13 (pp. 143-172, 246-250; 267-277; 298-303; 413-414)

Recommended: Patterson et al. (2010) “Eating Disorders” and Jongsma (2014) Treatment Planner “Eating Disorders and Obesity.”

****Week 15: April 30,
2015****

EXAM 2 IN-CLASS: TAKE HOME 2 EXAM DUE BEGINNING OF 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.