



COURSE TITLE/SECTION: SOCW 7324/17825 Clinical Applications of the DSM in Social Work

TIME: 8:30am - 11:30am

FACULTY: Jodi Berger Cardoso,
LCSW, PhD

OFFICE HOURS: Tues/Thurs 11:30-12:30,
(any other times are upon request)

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Teachers Assistant: Liza Barros Lane

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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. 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: Balancing Strengths and Differential Diagnosis, 2nd Edition*

Recommended:

1. Nussbaum, A. M. (2013). *The Pocket Guide to the DSM-5 Diagnostic Exam*. Arlington, VA: American Psychiatric Publishing.

2. 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.
3. Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, New Jersey: Wiley.

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

V. Course Requirements

- A. Short Weekly Case Assessments (total 40%):** 2 case assessments will be assigned on a weekly basis. Weekly cases can be found in *The Clinical Assessment Workbook* by Beth Pomeroy. Check your syllabus to know which cases are due. These assignments require detailed reading of the DSM-5 assignment for the week and careful, critical thought regarding case formulation and diagnosis. To earn full credit, you must complete a diagnostic formulation, which is where you provide a rationale for your diagnosis by discussing the number/type of symptoms, severity, and differential diagnosis. You must also answer each of the questions in the case description.

Case assignments must be turned in online, via turn-it-in, through Blackboard and are due by 8:25 am on Tuesday of the week the cases are due. The case formulation cannot be longer than 1 page single spaced. Answers to questions embedded in the case should not be longer than ½ pages. There will be no late case assignments accepted for credit. Cases should not be discussed among colleagues prior to submission. In the context of this class, sharing information on cases prior to submission is considered academic dishonesty. You will receive a failing grade on the case and/or the final class grade. 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. This is part of how we assess your submission.

One case will be graded. All of the graded cases together make up 30% of your final grade. You will not know prior to submission, but this has been predetermined by the instructor.

All of the second cases will be counted as participation (10%). Class participation includes participating in class/group discussions and exercises and turning in the case that is not a graded case, but will be used for class discussion.

You will not know which case will be graded and which one will be used for class participation, so both must be turned in by the same due date on a weekly basis). This also includes attendance which is not only expected,

but necessary for you to be successful in this class.

B. In Class Exams (40%): 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.

C. Take Home Case Exam (20%): 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.

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, the student will be required to meet with the professor and academic affairs advisor to come up with a success plan to prevent future absences. At a student’s third absence, 5 points will be deducted from the final 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.

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. 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 Assignments

****Week 1: January 20/22, 2015****

Topics: Overview of syllabus and course introduction; History and Background of the DSM and its use in Social Work and stigma in mental health. Try to start the readings for week 2.

Assigned Readings (prior to class):

1. Lacasse, J. (2014). After DSM-5: A Critical Mental Health Research Agenda for the 21st Century. *Research on Social Work Practice*, 24(1) 5-10.
2. Frances, A. & Jones, D. (2014). Diagnostic and Statistical Manual of Mental Disorders-5? *Research on Social Work Practice* 2014 24: 11

****Lunch session with Liza Barros Lane about clinical diagnostic formulations

Thursday January 29, 2015 from 11:30-12:30

****Week 2: January 27/29, 2015****

Topics: Methods of assessment and the DSM; mental status exam; severity assessment; V/Z codes.

Assigned Readings (prior to class):

1. DSM-5 (pp. 5-24; 715-727).
2. Zimmerman (pp. 120-125)
3. The Pocket Guide to the DSM-5 Diagnostic Exam (Chapters 1-3, pp. 3-31)
4. Susan Lukas: Where to Start and What to Ask: As Assessment Handbook.

- Chapter 2: Looking, Listening, and Feeling: The Mental Health Status Exam
5. Conducting Assessments
 6. Read Case for Discussion about Clinical Case Formulations

In class activity Watch video and write a mental health status exam based on the information you observe in the video

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

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 2.3, Jamie Mason; 2.4, Joey Brown; and 2.5, Jason Jones for class discussion

Due: Case Assessments Due Before Class on Blackboard: Cases 2.1 and 2.2

****Week 4: February 10/12, 2015****

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 87-122)
2. Schizophrenia Vocabulary handout.
3. Handout on Medication (blackboard)
4. Clinical Workbook Chapter 3 (pp. 42-55)
5. Case Reading 3.5: Vicki Johnson (be prepared to discuss) from Clinical Assessment workbook
6. Go to <http://www.criticalthinkrx.org/testmodules.asp>, look through the modules and information provided

Due: Case Assessments Due On Blackboard Before Class: Cases 3.1 and 3.3

****Week 5: February 17/19, 2014****

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 Chapter 4 & 5 (pp. 79-88; 101-112)
3. Lukas (1993) "How to Determine if a Client Might Hurt Herself." (on Blackboard)
4. Patterson et al. (2010) "Mood Disorders" (on Blackboard)
5. Marsha Linehan. Risk Assessment and Management Protocol
6. Read Case 5.2, Kathy Claybourne and 4.3, Gloria Suarez

Due: Case Assessments Due Before Class on Blackboard: Cases: 4.1 & 5.3

****Week 6: February 24/26, 2015****

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 Ch. 6 & 7 (pp. 132-140; 158-166)
3. Patterson et al. (2010) "Anxiety Disorders" (on Blackboard)
4. Read Case 6.3, Sam Barnes; 6.5, Peggy Wilson; and 7.3 Emer Amari.
5. Bring Questions for Exam Review

Due: Case Assessments Due Before Class on Blackboard: Cases 6.2 and 7.2

****Week 7: March 3/5, 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)
3. Allen, J.G. (2001). A developmental approach to trauma, in Traumatic Relationships and Serious Mental Disorders, Wiley & Sons, Ltd., Chicester, pp1-19.
4. Read Case 8.8, Arturo Rodriguez ; 9.2, Larry Schenk; and 8.9 Sonny Blalock

Case Assessments Due Before Class on Blackboard: Cases 8.7 and 9.1

Guest Speaker: Rosalie Hyde

****Week 8: March 10/12, 2015****

**MIDTERM EXAM-IN CLASS (WEEK 1 – WEEK 6 ON MIDTERM)
TAKE-HOME EXAM DUE ON BLACKBOARD BEFORE CLASS**

****Week 9: March 16/20, 2015****

SPRING BREAK: ENJOY!

****Week 10: March 24/26, 2015****

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
3. **Extra Reading to be Announced**
4. Read 10.3, Cassandra Pierre, 11.3 Karen Black, and 11.6 Sissy Stone

Due: Case Assessments Due Before Class on Blackboard: Cases 10.2 and 11.2

****Week 11: March 31/ April 2, 2015****

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)
3. NIDA Report on Comorbidity (uploaded to blackboard)
4. Commonly used drugs (uploaded on blackboard)
5. Read 16.2 Maria Quantas and 16.6, Victor Reynolds

Due: Case Assessments Due Before Class on Blackboard: Cases 16.4 and 16.5

****Week 12: April 7/9 ****

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 Assessments Due Before Class On Blackboard: Cases 15.1 and 15.4

****Week 13: April 14/16 ****

Topics: Personality Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 645-684)
2. Clinical Assessment Workbook Ch. 18 (pp. 392-397)
3. Read Case Kyle Monroe and Sherry Black, 18.3 and Erin Connors, 21.5

DUE: Case Assessments Due Before Class on Blackboard: Cases 18.1 and 18.4

****Week 14: April 21/23, 2015****

Topics: Neurocognitive Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 591-643)
2. DSM-5 (pp. 591-643)
3. Clinical Assessment Workbook Ch. 17 (pp. 377-381)
4. Extra Reading to Be Determined and Posted on Blackboard
5. Bring Questions for the Final Exam

Due: Case Assessments Due Before Class on Blackboard: Cases 17.1 and 17.2

****Week 15: April 28/30, 2015****

Final Exam
