

COURSE TITLE/SECTION: SOCW 7324/16244 Clinical Applications of the DSM in Social Work

TIME: 8:30am – 11:30am

FACULTY: Shubhra Endley, LCSW

OFFICE HOURS: Tue 11:30am-12:30pm

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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 demonstrate the following 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

This course will include the following topical (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.

**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

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:

Susan Lukas (1993). *Where to Start and What to Ask: An Assessment Handbook*, 1st Edition.

VI. 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 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 by 11:59 p.m. the preceding Monday to receive full credit. Late homework assignments will not be accepted for credit. Answers must be double-spaced and in 12pt-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 2 possible points for a total of 30 points or 30 % of the grade. **Case assessments are to be done independently prior to class.**

C. Quizzes (30 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 7 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 30% 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) This 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 (10 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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|------|-----------------------|------|-----------|
| 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

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

Policy: http://www.uh.edu/provost/policies/honesty/_documents-honesty/academic-honesty-policy.pdf

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

- i. 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

- ii. 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 corequisites 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; misshelving 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 17, 2017

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 24, 2017

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).
2. Susan Lukas: Where to Start and What to Ask: An Assessment Handbook. “ Chapter 2: Looking, Listening, and Feeling: The Mental Health Status Exam (Blackboard)
3. A Treatment Improvement Protocol: Improving Cultural Competence, SAMHSA Tip 59 (Blackboard)

Quiz #1

Week 3: January 31, 2017

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 by 11:59 p.m. Monday January 30 on Blackboard: Cases 2.1 and 2.2

Quiz #2

Week 4: February 7, 2017

Topics: Schizophrenia Spectrum and Other Psychotic Disorders

Assigned Readings (prior to class):

1. DSM-5 (pp. 87-122)
2. Schizophrenia Vocabulary Handout (Blackboard)
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 via Blackboard by 11:59 p.m. Monday, February 6: Cases 3.1-3.3

Quiz #3

Week 5: February 14, 2017

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

Due: Case Assessments Due via Blackboard by 11:59 p.m. Monday, February 13:

Cases 4.1 & 5.3

Quiz #4

Week 6: February 21, 2017

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. Read Case 6.3, Sam Barnes; 6.5, Peggy Wilson; and 7.3 Emer Amari

Due: Case Assessments Due via Blackboard by 11:59 Monday, February 20: Cases 6.2 and 7.2

Quiz #5

Week 7: February 28, 2017

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

Case Assessments Due via Blackboard by 11: 59 p.m. Monday, February 27: Cases 8.7 and 9.1

Week 8: March 7, 2017

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. Read 10.3, Cassandra Pierre, 11.3 Karen Black, and 11.6 Sissy Stone

Due: Case Assessments Due via Blackboard by 11:59p.m. Monday, March 6: Cases 10.2 and 11.2

Week 9: March 14, 2017

SPRING BREAK ENJOY!

Week 10: March 21, 2017

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. Commonly used drugs (Blackboard)
5. Read 16.2 Maria Quantas and 16.6, Victor Reynolds

Due: Case Assessments Due via Blackboard by 11:59 p.m. Monday, March 20: Cases 16.4 and 16.5

Week 11: March 28, 2017

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 via Blackboard by 11:59 p.m. Monday, March 27: Cases 15.1 and 15.4

Quiz #6

Week 12: April 4, 2017

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 via Blackboard by 11:59 p.m. on Monday, April 3: Cases 18.1 and 18.4

Week 13: April 11, 2017

Topics: Neurocognitive Disorders

Assigned Readings (prior to class):

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

Due: Case Assessments via Blackboard by 11:59 p.m. on Monday, April 10: Cases 17.1 and 17.2

Quiz #7

Week 14: April 18, 2017

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)
2. Bring questions for review for Final Exam

NO CASES DUE START REVIEW FOR EXAM

Week 15: April 25, 2017

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.

Revised: December 6, 2016