COURSE TITLE/SECTION: SOCW 7324 (17425) Clinical Applications of the DSM in Social Work

TIME: Thursday 1:00-4:00

ROOM: SW 107A

FACULTY: Danielle Parrish, PhD

OFFICE HOURS: Tuesday 5:00-6:00; Thursday 4:00-5:00

E-mail: dparrish@uh.edu

OFFICE HOURS: Tuesday 5:00-6:00; Thursday 4:00-5:00

Phone: 713/743-8105

E-mail: talrawwa@uh.edu

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

This 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 role 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 or course schedule as necessary during the semester.

IV. Course Structure

*This course will be taught as a “flipped course”*. This means that the bulk of knowledge acquisition will take part outside of class (in the form of reading, quizzes and online lectures), and the homework/practice and applied case discussion (using written and video case studies) will take place in class in a collaborative setting. As such, this course will require active participation and team interaction and collaboration, with the primary goal of stimulating critical thinking, in depth understanding of the material, and the development of the skills and competencies necessary for using the DSM (and other related social work assessment approaches) in real practice settings. Some weeks will also include in-class guest lectures from various experts in the field. A mutually respectful and professional environment is expected.

Questions may come up during the readings and/or while watching the online lectures. Students are strongly encouraged to submit these questions prior to class for the corresponding week using the Discussion Board in Blackboard online. The instructor will check these questions each week and answer them at the start of the next class session.

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 for purposes other than class can be very distracting to others who are trying to learn, and for this reason, I do not tolerate it.
V. **Textbooks**

**Required:**


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

**Optional/ Highly Recommended:**


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 in Groups during Class (20 points): Case assessments from the Pomeroy Clinical Assessment Workbook will be assigned in class on a weekly basis. These assignments require detailed reading of the DSM-5 assignment for the week and careful, critical thought regarding case formulation and diagnosis.

Case assignments must be turned in by email to the course instructor (dparrish@uh.edu) and teaching assistant (talrawwa@uh.edu) by the end of the class session. Answers must be double-spaced and in 12 font. Please identify a group member that will bring a laptop for each class session so that your assignment can be completed.

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 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. The proportion correct (total points/total points possible) will be multiplied by 20 points to get the final case assessment score. If students find the time to integrate treatment planning into their case assessments during class, they can earn a check-++ = 3.0 points.

C. Weekly Quizzes (30 points): Completion of the required readings and the online lectures (as assigned) before class is essential to maximize student participation and learning in groups and class discussion. To encourage these readings and completion of online videos, there will be 5-item true/false quizzes offered online for each week’s readings and after each online lecture/required video. Each quiz will assess whether the students read and recall the main points of the assigned readings and required videos for that session. The overall percentage of correct answers across all but two quizzes will account for 30 percent of the course grade. The two quizzes with the lowest number of correct answers will be dropped from this calculation. If more than two quizzes are not completed on time (regardless of the reason), those additional quizzes will be included (with a score of zero) in the overall calculation.

D. Exams (50 points): There will be two exams that include a take home exam component (demonstrating skills in assessment, diagnosis and treatment planning) and an in-class multiple choice/short answer exam component covering the reading material and course content. Each exam is worth 25 points for a total of 50 points. The multiple choice component will consist of 30 questions and 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 25 points possible for each exam, the multiple choice exam is worth 15 points and the take home exam is worth 10 points.

E. Class Participation Bonus (up to 5 points): Students can earn bonus participation points by being actively present in class on a consistent basis, posting to or responding to questions on the online discussion board, and serving as an active, positive team collaborator on class case assignments.

VII. Evaluation and Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of Points</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
</tr>
<tr>
<td>A-</td>
<td>92-95.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-91.9%</td>
</tr>
<tr>
<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
</tr>
<tr>
<td>C</td>
<td>72-75.9%</td>
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<tr>
<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>
</tr>
<tr>
<td>C+</td>
<td>76-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>72-75.9%</td>
</tr>
</tbody>
</table>

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 presentations, 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 includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. 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.
XI. Course Schedule and Assignments

**Week 1: January 21, 2015**

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

**Assigned Readings (BEFORE class this week; on Blackboard):**


**Week 2: January 28, 2015**

**Topics:** Stigma and Mental Health; Methods of assessment and the DSM; Mental Status Exam; V and Z codes; Multicultural Assessment

**Assigned Readings (prior to Quiz #1 online):**

1. DSM-5 (pp. 5-24; 715-727; 749-759)
2. Zimmerman (pp. 138-157)
3. Clinical Assessment Workbook Ch. 1 & 20 (pp. 1-13; 419-422)
5. A Treatment Improvement Protocol: Improving Cultural Competence, SAMHSA Tip 59 (on Blackboard), Chapter 3

Quiz #1 will unlock the required online lecture. Quiz #2 – at the end of the online lecture – must be completed online before class.

In Class Groups:
1. Complete Mental Status Exam in groups (using video)
2. Group Discussion/Activity focused on SAMHA Tip 59

Recommended:

*Jongsma (2014) Treatment Planner “Sample Treatment Plan”*
Week 3: February 4, 2015

Topics: Neurodevelopmental Disabilities (online lectures)

Assigned Readings (prior to Quiz #3 online):

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

Quiz #3 will unlock the required online lecture. Quiz #4 – at the end of the online lecture – must be completed online before class.


In class in groups; due at end of class session: Case Assessments 2.1 & 2.2

Week 4: February 11, 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 Quiz #5 online):

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)

Quiz #5 is due before class (1:00 p.m. February 11th)

No online lecture for this week; all lecture is in class.

Recommended: Jongsma (2014) Treatment Planner “Psychotism”

In class in groups, due at end of class session (if time): Case Assessment 3.1
**Week 5: February 18, 2015**

**Topics:** Bipolar and Related Disorders; Depressive Disorders (online lectures)

**Assigned Readings (prior to online lectures):**

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)
5. Determine if a Client Might Hurt Herself.” (on Blackboard)

**Quiz #6 will unlock the required online lecture. Quiz #7 – at the end of the online lecture – must be completed online before class.**

**Recommended:** Jongsma (2014) Treatment Planner “Bipolar Depression, Bipolar Mania, Suicidal Ideation, Unipolar Depression and Suicidal Ideation”; Jongsma (2014) for Children’s Depression

**In class in groups, due at end of class session:** Case Assessments 4.1 & 5.3

**Week 6: February 25, 2015**

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

**Assigned Readings (prior to online lectures):**

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)

**Quiz # 8 will unlock the required online lecture. Quiz #9 – at the end of the online lecture- must be completed online before class.**

**Recommended:** Jongsma (2014) Treatment Planner “Anxiety” and “Obsessive Compulsive Disorder.”; Jongsma (2014) for children, “Obsessive-Compulsive Disorder” and “Social Anxiety”.

**In class in groups, due at end of class session:** Case Assessments 6.2 & 7.2
**Week 7: March 3, 2015**

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

**Assigned Readings (prior to online lectures):**
1. DSM-5 (pp. 265-290; 291-307)
2. Clinical Assessment Workbook Ch. 8 & 9 (pp. 180-197; 232-238)

**Quiz #10 will unlock the required online lecture. Quiz #11 – at the end of the online lecture- must be completed online before class.**

**Recommended:** Jongsma (2014) Treatment Planner “Post Traumatic Stress Disorder” and “Dissociation”; Jongsma (2014) for children, “Post-Traumatic Stress Disorder”.

**In class in groups, due at the end of the class session:** Case Assessments 8.7 & 9.1

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**Week 8: March 10, 2015**

**EXAM 1 IN-CLASS; TAKE HOME 1 EXAM DUE BEGINNING OF CLASS**

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**Week 9: March 17, 2015**

**SPRING BREAK: ENJOY!**

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**Week 10: March 24, 2015**

**Topics:** Disruptive, Impulsive-Control, and Conduct Disorders (online lectures)

**Assigned Readings (prior to online lectures):**
1. DSM-5 (pp. 461-480)
2. Clinical Assessment Workbook Ch. 15

**Quiz # 12 will unlock the required online lecture. Quiz #13 – at the end of the online lecture- must be completed online before class.**


**In class in groups, due at the end of the class session:** Case Assessments 15.1, 15.2
**Week 11: March 31, 2015**

**Topics:** Substance-Related and Addictive Disorders (online lectures)

**Assigned Readings (prior to online lectures):**

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

**Quiz # 14 will unlock the required online lecture. Quiz #15 – at the end of the online lecture- must be completed online before class.**

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

**In class in groups, due at the end of the class session:** Case Assessment 16.4 & 16.5

**Week 12: April 7, 2015**

**Topics:** Neurocognitive Disorders (online lecture) & Gender Dysphoria (in person) (Guest Lecture: Becca Keo-Meier, MSW)

**Assigned Readings (prior to online lectures):**

1. DSM-5 (pp. 591-643; 451-459)
2. Clinical Assessment Workbook Ch. 17 (pp. 377-381; 309-312)

**Quiz # 16 will unlock the required online lecture. Quiz #17 – at the end of the online lecture- must be completed online before class.**

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

**In class in groups, due at the end of the class session:** Case Assessment 17.1
**Week 13: April 14, 2015**

**Topics:** Personality Disorders (online lectures)

**Assigned Readings (prior to online lectures):**

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

**Quiz # 18 will unlock the required online lecture. Quiz #19 – at the end of the online lecture- must be completed online before class.**

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

**In class in groups, due at the end of the class session:** Case Assessment: 18.1 & 18.4

**Week 14: April 21, 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)

**Quiz # 20 will unlock the required online lecture. Quiz #21 – at the end of the online lecture- must be completed online before class.**


**No In Class Assignment/Week Off to Study or Come With Questions**

**Week 15: April 28, 2015**

**EXAM 2 IN-CLASS; TAKE HOME 2 EXAM DUE BEGINNING OF CLASS**