



COURSE TITLE/SECTION: SOCW 7397 Section 2183

CLINICAL APPLICATIONS OF THE DSM

TIME: Thursdays 9:00 am-12:00 pm

FACULTY: Gayle Klaybor, Ph.D. LCSW **OFFICE HOURS:** Before/after class & by appt.

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I. Course

A. Catalog Description

Cr.3. Prerequisite: Foundation or consent of Instructor. Development of assessment and diagnostic skills, and critical analysis of social work clinical applications based on the DSM IV-TR.

B. Purpose

This course is designed to expose advanced students to major psychodynamic theories and categories of psychopathology as described in the DSM-IV. Emphasis is on the utility for social work practice in mental health settings.

II. Course Objectives

Upon completion of this course, the student should:

Understand and explain the varying assumptions about the nature of personality development from a psychodynamic viewpoint;

- 1 Possess the knowledge for assessing personality functioning from a psychodynamic framework;
- 2 Be able to explain how the concepts inherent in the psychodynamic theories accommodate the influence of race, sex, or social status in personality formation and psychopathology;
- 3 Understand the major concepts of psychopathology;
- 4 Understand and explain the development of mental illness according to psychodynamic theory;
- 5 Know how to use the DSM-IV in diagnosing mental disorders; and
- 6 Possess a critical understanding of mental health diagnosis and psychodynamic theory for contemporary social work practice.

III. Course Structure

This course is structured in lecture and discussion format including video case vignettes, case studies and student presentations. The focus of the course is a biopsychosocial approach to psychopathology and diagnostic assessment.

IV. Textbooks

Required

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders: DSM-IV-TR, (4th ed.)*. American Psychiatric Association. (DSM IV). ISBN: 0-89042-025-4 Paperback

Gray, S.W. & Zide, M.R. (2008). *Psychopathology: A competency-based assessment model for social workers*. Brooks and Cole. ISBN: 49509087

V. Course Requirements

A. Reading Assignments

Students are required to complete all readings from the DSM-IV-TR and comprehend its contents. All written assignments are expected to be in APA (6th edition) format. Course assignments and relative weight include:

B. Written Assignments

1. Presentation of Mental Disorders (25%)

In groups of two, students will be expected to participate in a presentation to the class on a different mental disorder using a biopsychosocial approach. The presentation is expected to be **no longer than 45 minutes**.

Presentations will be given on the date that the disorder is discussed in class.

A copy of the presentation must be distributed to the instructor and other classmates. Students also have the option of sending the presentation to the instructor at least 3 days before class to be uploaded to Blackboard. Creatively presented discussion of your chosen disorder will be considered as part of your grade. If you plan to use video clips, they must be submitted to the instructor for prior approval before showing to the class. *(Make it interesting/compelling and*

your grade will be higher).

The following areas should be covered in the presentation:

1. A general definition and description of the characteristics of the specific disorder. Please add pertinent information beyond the symptoms listed in the DSM. This might include information about how it feels to have the disorder or how people might experience this disorder in someone else.
2. Information regarding bio-chemical or organic causes of the disorder (including genetic predisposition).
3. Current and/or frequently prescribed medications used to treat the disorder. Please include the effectiveness and common side effects for specific psychopharmacological treatments (not to exceed 5 minutes).
4. Information regarding psychological or developmental issues related to the origin of the disorder. Discuss **two current and different** theorists and his/her perspectives on the disorder. Only include as much information about each theory as is necessary to discuss the application to the disorder.
5. Discuss social/environmental factors and influences that may impact the development and diagnosis of the disorder. These include reports of incidence related to gender, race or culture and the cultural response to having the disorder.
6. Discuss recommended evidence-based treatment plans for the disorder citing appropriate evidence. Discuss how interventions specifically relate to the treatment of the disorder. Please include research about the incidence of RECOVERY.
7. Identify community organizations/agencies, which offer services for people who have this disorder.
8. Discusses changes in the proposed DSM V.

References - Minimum of eight (8) with at least five (5) of these from sources other than the Internet. (May not include *Wikipedia*)

2. Stigma Busters Project (15%)

Each student is required to identify at least five (5) incidents of stigma causing or enhancing occurrences or experiences and take action to decrease the stigma of mental illness. This might include portrayals of people in movies, television, newspapers, or in personal conversations. Please submit a paragraph describing the incident and the action that you took to combat the stigma. For example, the action

might be to write an editorial to the newspaper, an email to a producer of a television program or engage in a conversation with an individual. The action must clearly reflect your objection to stigmatizing communications and an expression of more accurate information. Please attach any emails or correspondence or contents of a conversation involved in your actions.

Here is a link to an excellent resource on stigma:

http://www.nami.org/template.cfm?section=fight_stigma

Assignment Due: March 10

3. Case Study Assignment (25%)

Each student will write a paper assessing a client from a choice of cases distributed by the instructor. The paper should not exceed 10 pages and should include the following:

- a. A general description of the client's problems
- b. Diagnosis on all five Axes
- c. Description of your thinking about how you reached the diagnosis. This would include specific symptoms that meet DSM criteria; medical implications; psychosocial stressors and assessment of functioning.
- d. Treatment goals and considerations. What therapeutic interventions are indicated? Which interventions take priority?
- e. Need for referrals? E.g. medical or community resources?
- f. Impact of family members' feelings or issues on the client's functioning and future treatment
- g. Ethical issues

Assignment Due: April 14

4. Exam (25%)

Students will be given a final exam on the last day of class. The exam will consist of answering multiple-choice questions and diagnosing case vignettes. The multiple choice questions will be similar to the licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam.

The instructor reserves the right to administer pop quizzes or to grade homework assignments.

5. Class attendance and participation (10%)

Graduate school is considered an important part of a social work career, therefore, students are expected to act professionally. Graduate students, as professionals, bear a responsibility for attendance and active, considerate

participation in class activities. Adult learning results from interactions with peers. Class attendance and participation are required in order to help students better understand and assess the complex mental disorders and theories of psychopathology. In the rare event that attendance is not possible, the instructor needs to be contacted by email or text.

Students, who are absent for 10 hours without excusable reasons, or 15 hours regardless of reasons, must withdraw from the course or receive an automatic F grade. To show your full participation and respect for others, please observe this rule: absolutely no browsing through the internet (except for viewing course materials to follow the lecture), or using the cell phone or text messaging in class.

Evidence of such behavior will result in an automatic reduction in the final class grade.

VI. Evaluation and Grading

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

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. 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.

X. COURSE OUTLINE Schedule and DSM-IV-TR Assignments

Date	Topic	Reading	Assignment & Presentation Due
January 20 th	Introduction Overview of the Course Why Study the DSM? Ethical Issues		
January 27 th	Overview of Psychopathology Introduction to the DSM Referral issues	DSM pp. 1-37	
February 3 rd	Diagnostic Assessment Competency Based Assessment	Gray/Zide: Chapter 1	
February 10 th	Disorders Usually Evident in Infancy, Childhood and Adolescence	DSM pp. 39-93	PRESENTATIONS: Attention Deficit Hyperactivity Disorder Asperger's/Autistic Disorders
February 17 th	Disorders Usually Evident in Infancy, Childhood and Adolescence	DSM pp. 93-134	PRESENTATIONS: Oppositional Defiant & Conduct Disorder
February 24 th	Delirium, Dementia, & Amnestic & Other Cognitive Disorders	DSM pp. 135-190 Gray/Zide: Chapter 2	PRESENTATIONS: Dementia of the Alzheimer's Type
March 3 rd	Substance Related Disorders	DSM pp. 191-295 Gray/Zide: Chapter 10	PRESENTATIONS: Alcohol Abuse and Other Addictive Disorders

Date	Topic	Reading	Assignment & Presentation Due
March 10th	Schizophrenia and Other Psychotic Disorders	DSM pp. 297-343 Gray/Zide: Chapter 3	PRESENTATIONS: Schizophrenia <i>Stigma Buster Assignment</i>
March 17th	Spring Break Have Some Fun!!!!		
March 24th	Mood Disorders	DSM pp. 345-428 Gray/Zide: Chapter 4	PRESENTATIONS: Major Depressive Disorder Bipolar Disorder
March 31st	Anxiety Disorders	DSM pp. 429-484 Gray/Zide: Chapter 5	PRESENTATIONS: Panic Disorder with and without Agoraphobia Post Traumatic Stress Disorder Obsessive Compulsive Disorder
April 7th	Eating Disorders Adjustment Disorders	DSM pp. 583-595 Gray Zide Chapter 8	PRESENTATIONS: Anorexia Nervosa and Bulimia
April 14th	Personality Disorders	DSM pp. 685-729 Gray Zide: Chapter 9	PRESENTATIONS: Antisocial Personality Disorder Borderline Personality Disorder <i>Case Study Assignment</i>
April 21st	Review Pulling it all together Class Evaluation		
April 28th	Final Exam		

RECOMMENDED TEXTS AND SUPPLEMENTAL REFERENCES. These will be useful resources for the required paper and presentation.

Bentley, K. & Walsh, J. (2006). *The Social Worker and Psychotropic Medication*. Brooks and Cole. ISBN: 0534-51551-7.

Barlow, D. (Editor, 2008). *Clinical Handbook of Psychological Disorders: A Step-by-step Treatment Manual*, Fourth Edition. New York: The Guilford Press.

Barrett, P.M. & Ollendick, T.H. (Editors, 2004). *Handbook of Interventions that work with children and adolescents: Prevention and treatment*. West Sussex, England: John Wiley & Sons Ltd.

Carter, R. (2010). *Within Our Reach: Ending the Mental Health Crisis*. New York: Rodale.

Corrigan, P.W. (Ed) (2005). *On the stigma of mental illness: Practical strategies for research & social change*. American Psychological Association Press: Washington, D.C. ISBN 13-9781591471899 or 20-591471893.

Dziegielewski, S. (2002). *DSM IV-TR in Action*. John Wiley & Sons.

Hersen, M. & Turner, S.M. (2003). *Diagnostic Interviewing*, Third Edition. New York: Kluwer Academic/Plenum Publishers.

Hersen, Turner & Beidel (Eds) (2007). *Adult Psychopathology and Diagnosis*. 5th Ed. New Jersey: Wiley & Sons. ISBN:976-0-471-74584-6.

Kupfer, D., First, M., & Reiger, D. (Editors, 2002). *A Research Agenda for DSM-V*. American Psychiatric Press: Washington, D.C.

Munson, C.E. (2001). *The mental health diagnostic desk reference: Visual guides and more for learning to use the Diagnostic and Statistical Manual (DSM IV-TR)* (2nd Edition). New York: Haworth Press, Inc.

Morrison, J. (2006 revision). *Diagnosis Made Easier: Principles & Techniques for Mental Health Clinicians*. Guilford Press.

Norcross, J.C. (Editor, 2002). *Psychotherapy Relationships that Work: Therapist Contributions and Responsiveness to Patients*. New York: Oxford University Press.

Sperry, L. (2003). *Handbook of Diagnosis & Treatment of DSM IV-TR Personality Disorders* (2nd Ed). New York: Brunner-Routledge.

Millon, T., Grossman, S, Millon, C., Meagher, S., & Ramnath, R. (2004). *Personality Disorders in Modern Life, Second Edition*. New Jersey: John Wiley & Sons, Inc.

Nathan, P.E. & Gorman, J.M. (Editors, 2002) *A Guide to Treatments that Work*, Second Edition. New York: Oxford University Press.

O'Donohue, W., Fisher, J.E., & Hayes, S.C. (2003) *Cognitive Behavior Therapy: Applying empirically supported techniques in your practice*. New Jersey: John Wiley & Sons, Inc.

Othmer, E. & Othmer, S.C. (2002). *The Clinical Interview Using DSM-IVTR, Volume 1: Fundamentals*. Arlington, VA: American Psychiatric Press, Inc.

Othmer, E. & Othmer, S.C. (2002). *The Clinical Interview Using DSM-IVTR, Volume 2: Fundamentals*. Arlington, VA: American Psychiatric Press, Inc.

Roberts, A.R. & Yaeger, K.r. (Editors, 2004) *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*. New York: Oxford University Press.

Roth, A. & Fonagy, P. (2005) *What works for whom?: A critical review of Psychotherapy research*, Second edition. New York: The Guilford Press

Satcher, D. (Dec 1999). *Mental Health: A Report of the Surgeon General*.

Available at

<http://www.mentalhealth.samhsa.gov/cmhs/surgeongeneral/surgeongeneralrpt.asp>

Sperry, L. (2003). *Handbook of Diagnosis & Treatment of DSM-IV-TR Personality Disorders*, Second Edition. New York: Brunner/Mazel.

Stout, C.E. & Hayes, R.A. (Editors, 2005). *The Evidence-Based Practice: Methods, Models and Tools for Mental Health Professionals*, Hoboken, New Jersey: John Wiley & Sons, Inc.

Watters, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*. New York: Free Press.

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