Course Overview:

Social Work 223 is designed for the Social Work graduate student as a context of investigation and advanced study of a specific advanced practice topic of interest. This three unit elective course will focus on and ultimately require an advanced understanding of the clinical application of the DSM IV. This class will consider the bio-psycho-social and etiological base for major psychological disorders (example Axis I disorders: mood, thought and anxiety disorders), as well as Axis II (personality) disorders as well. Mental health, medical diagnostics and counseling/clinical practice have been dominated by biological determinism over the past few decades. There is however currently a move towards a holistic view of pathology and treatment where a wider range of “cause and effect” are taken into consideration. The new and expanding biomedical paradigm is also in many instances including other factors such as social and cultural factors in both diagnosis and treatment of mental illness.

This class will present a client-centered model of differential assessment and diagnosis, using the DSM IV as the base of exploration, based on a holistic paradigm that integrates known biological, psychological, social, and cultural factors. Cross-cultural studies and their implications for the assessment and diagnosis of mental illness will provide the student of this class with the basis for understanding the application of DSM IV to persons experiencing emotional disorders.

Course Objectives:

At the conclusion of this class, the student will be able to display mastery of the following clinical social work practice concepts:

1) Advanced understanding and accurate use of the DSM IV when performing differential diagnosis;
2) Integrate cross cultural studies and their implications for the assessment and diagnosis of mental illness;
3) Display written and verbal competence in the articulation of the biological-
social-psychological-cultural etiological dimensions of mood, anxiety,
personality disorders, schizophrenia and psychosis.
4) Display practice application understanding of specific medications for specific
disorders and intervention concerns with special populations.
5) Display advanced competence in the development of differential diagnosis
using the DSM IV as a context of accurate diagnosis.

Course Format:
This course is structured like a workshop, or professional seminar on this
critical clinical area of practice. You will be responsible for reading and preparing
“response sets” between each class which will be used in the small clinical
dialogue groups. Also weekly quizzes will be given to clarify reading materials as
well as encouraging students to keep up with assigned materials. Differential
diagnosis is a very serious clinical cluster of skills with social, ethical, and legal
implications. The course will emphasize the teaching of respect for the diagnostic
process and the great responsibility this process entails. This course is a great deal
of work for students, but I believe you will find there is no other way to gain the
mastery needed to accurately diagnose.

Required Course Texts:
0-89862-568-8.

2) Pomeroy, Elizabeth, & Wambach, Kathryn, **The Clinical Assessment

3) DSM-IV or DSM-IVTR, American Psychiatric Publishing Co.

4) Wen-Shing Tseng, **Culture and Psychopathology: A Guide to Clinical
Recommended Texts:
2) Morrison, James, *The First Interview: Revised for the DSM-IV*. The Guilford Press, 1995, ISBN # 0-89862-569-6. (Great book if you have not had a lot of exposure to person’s with mental illness, or have not conducted initial interviews, or mental status examinations, and are unsure of what you are looking for and how to ask questionsto solicit vital information).

There is no better way to learn the subtleties of differential diagnosis than trial and error and group processing.

Course Assignments:
1) **Culture and Psychiatric Diagnosis Roundtable Question Sets:** You are to read the indicated sections of the Tseng text. From your readings you are expected to produce two (2) critical thinking questions. For each question you are expected to complete the answer in outline format, preferably in the bulleted format to facilitate discussion in the small group. You will be expected to be able to select one of your questions and lead the small group dialogue using your group facilitation skills. These must be typed, handed in and graded on the following scale:

   - Minimal effort/quality =1,
   - Average effort/quality = 5,
   - Maximum effort/quality = 10.

2) **Psychiatric Diagnosis Competency Quizzes:** There be a written competency test of your knowledge of each of the disorders discussed in class. These quizzes are made up of essential material on a given disorder (i.e. depression). These quizzes are broken up into multiple choice clinical case descriptions, true/false, fill in, and
matching items. You must have the test completed prior to the class that the content is being discussed.

3) DSM-IV Differential Diagnosis Probes: You will be assigned DSM-IV cases related to the diagnostic area being considered (i.e. Anxiety Disorders) from the Pomeroy & Wambach Text “The Clinical Assessment Workbook”. You are expected to answer the short answer questions for each disorder group. You are to type your answers and be prepared to use these “probes” in clinical roundtable discussion during the session devoted to that diagnostic category. These will be handed in and graded on the following scale:

Minimal effort/quality = D (65)
Average effort/quality = C (75)
Above average effort/quality = B (85)
Excellent effort/quality = A (95)

No late sets will be accepted.

4) Attendance: Because of the nature of this class it is difficult to make up for the experiences missed during class time, therefore coming to class is a critical responsibility. If you miss more than two (2) classes your final grade will be lowered one full grade. Four (4) classes or more will mean you will not receive credit for the course.

Course Outline

Session One: Cultural and Historical Foundations of Psychiatric Diagnosis.
How is Culture Important for DSM-IV.
The notion of Multi Axial Assessment (sample vignettes exercise & Discussion).
The Initial Interview.

DSM-IV sections on Multi-Axial Assessment and DSM-IV Classification.
**Session Two:** The Mental Status Definitions.
The Mental Status Examination Simulation.
Cultural Influences on the Diagnosis of Psychotic and Organic.

**Disorders:** Schizophrenia and Other Psychotic Disorders.

**Reading:** Tseng, Chapt. 7.
Morrison, DSM-IV Made Easy, Chapt. 4 and Chapt. 18. (with particular focus on pages 544-548).

**Session Three:** Schizophrenia Competency Test: Discussion
APA Diagnostic Training Tapes & Discussion
Pomeroy Vignettes (small group discussion)

**Reading:** Pomeroy & Wambach, The Clinical Assessment Workbook, Chapt. 5.
DSM-IV, sections on Schizophrenia and other Psychotic Disorders.
(Recommended) Morrison, The First Interview, Chapts. 1-14.
Review Appendix A. This set of readings is critical if you have not had a lot of experience with mental disorders, interviewing persons with mental disorders, or with the process of structuring your interview to elicit the necessary information and impressions to help make your differential diagnosis.

**Assignments:**
1) One set of questions (2 questions with answers, can be in “self-explanatory” outline format), typed and ready to hand in on Sept.14, 2005. Related to Culture and Psychiatric Diagnosis, Schizophrenia, or Culture in general (Chapt.1 or 7 in Tseng).

2) Differential Diagnosis Case write- ups for the four (4) DSM cases in Pomeroy. Page 125-141, cases 5.1 to 5.4. Read the case and type up your answers to the short questions and the differential diagnosis. I want you to defend your diagnostic impression with the specific criteria that are or are not met directly quoted from the DSM-IV. (bring to class).
3) Quiz on Schizophrenia Disorder competency.

Session Four: (Mood Related Disorders) Sessions 4, 5 & 6
Discussion & feedback on Psychosis Case Vignettes
Cultural Influences on the Diagnosis of Mood Related Disorders
Affective Disorders/Mood Disorders/other Depressive Disorders Competency Probe.

Readings: Morrison, DSM-IV Made Easy, Chapt.5.
DSM-IV sections on mood.

Session Five: Suicide Considerations & Assessment- In class Exercise

Readings: Pomeroy & Wambach, Chapt. 6.
Tseng & Streltzer, Chapt. 9

Session Six: Using the DSM in the differential diagnosis of Mood Disorders.
APA Diagnostic Training Tapes.

Readings: Tseng & Streltzer, Chapt.2

Assignments:
4) One set of questions (2 questions with answers), typed and brought to class on Oct.5 2005. Related to Culture and Psychiatric Diagnosis related to Depression. (Chapt.2 and/or the Suicide Chapt.9 in Tseng).

5) Differential Diagnosis Case write-ups for the four (4) DSM cases in Pomeroy. Page 149 through 166, cases 6.1 up to 6.5. Type your answers to the short questions and the differential diagnosis. Defend your diagnostic impression with the specific criteria that are met in DSM-IV.

6) Quiz on Mood Disorders competency.

Session Seven: (Anxiety/Stress Disorders) Sessions 7, 8 & 9
Feedback and Discussion on Mood Disorders.
Cultural Influences on the Diagnosis of Anxiety Disorders.
Anxiety Disorders Competency Probe.

*DSM-IV* sections on Anxiety

**Session Eight:** Anxiety Disorders: Conceptual Overview
Panic Attacks and Panic Disorders

**Readings:** Pomeroy & Wambach, Chapt. 7.
Tseng, Chapt. 3.

**Session Nine:** Obsessive- Compulsive Disorder
APA Diagnostic Training Tapes

**Readings:** Tseng, Chapt. 8.

**Assignments:**

7) One set of questions (2 questions with answers), typed and ready to hand in on Oct. 26, 2005. Related to Culture and Psychiatric Diagnosis related to Anxiety (Chapt. 3 and/or Chapt. 8 in Tseng).

8) Differential Diagnosis Case write-ups for the four (4) DSM cases in Pomeroy. Page 179 through 197, cases 7.1 up to 7.5. Type your answers to the short questions and the differential Diagnosis. Defend your diagnostic impression with the specific criteria that are met in DSM-IV. (Bring to class).

9) Quiz on Anxiety Disorder Competency

**Session Ten:** (Personality Disorders & Disorders Diagnosed in Infancy, Childhood, & Adolescence) Sessions 10, 11 & 12

Cultural Influences on the Diagnosis of Personality Disorders.
Personality Disorders Competency Probe.

**Readings:** Morrison, *DSM-IV Made Easy*, Chapt. 15 & 16
Session Eleven: Personality Disorder APA Diagnostic Training Tapes
Cultural Influences on the Diagnosis of Childhood Disorders.

Readings: Pomeroy & Wambach, Chapt. 2.
DSM-IV sections on Disorders usually first diagnosed in Infancy, Childhood, or Adolescence.

Session Twelve: Disorders Diagnosed in Infancy, Childhood and Adolescence Competency Probe.

Readings: Tseng, Chapt. 12.

Assignments:
10) One set of questions (2 questions with answers), typed and brought to class on Nov. 16, 2005. One related to Culture and Psychiatric Diagnosis related to Childhood Disorders (Tseng Chapt.12) and one related to Personality Disorder (Tseng Chapt.11). (Bring to class).

11) Differential Diagnosis case write-ups for the four (4) DSM cases in Pomeroy. Complete cases 14.1 & 14.2 (pages 311 to 319) on Personality Disorders. Then complete cases 2.1 & 2.2 (pages 27 to 37) on Childhood Disorders. Type your answers to the short questions and the differential diagnosis. Defend your diagnostic impression with the specific criteria that are met in the DSM-IV. (Bring to class).

12) Quiz on Personality Disorder competency.

Session Thirteen: (Alcohol and Drug Related Disorders & Cognitive Disorders and Neurological Disorders due to a Medical Condition) Sessions 13, 14 & 15.

Alcohol & Drug Related Disorders
APA Training Tapes
Readings: Morrison, DSM-IV Made Easy, Chapt. 3
Pomeroy & Wambach, Chapt. 4
DSM-IV sections on Alcohol and Drug Related Disorders,
Delirium, Dementias and other Cognitive Disorders.

Session Fourteen: Cognitive Disorders & Neurological Disorders Due to a
Medical Condition.
APA Training Tapes

Readings: Morrison, DSM-IV Made Easy, Chapt. 1 & 2
Tseng, Chapt.13
Pomeroy & Wambach, Chapt.3

Session Fifteen: Wrap-up (discussion on the significance of
psychopathology/medical model).

Assignments:

13) Differential Diagnosis case write-ups for the four (4) DSM
cases in Pomeroy. Complete cases 4.1 & 4.2 (pages 95 to 103)
on Drug and Alcohol Related Disorders. Then complete case
3.1 & 3.2 (pages 75 to 83) on Cognitive Disorders. Type your
answers to the short questions and the differential diagnosis.
Defend your diagnostic impression with the specific criteria
that are met in the DSM-IV. (Bring to class).

14) Quiz on Alcoholic/Drug Disorders and Cognitive Disorders
Competency.