The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Mental Health Assessment and Diagnosis

Course Number:
SWK 5733-102

Course Description:
This course is designed to assist the student in understanding and using the prevailing psychiatric taxonomic system, the Diagnostic and Statistical Manual of Mental Disorders, 5th ed. It will prepare students to function in clinical settings where assessment and diagnosis, including familiarity with the DSM is fundamental knowledge. Additionally, students will examine the benefits and risks of this psychiatric taxonomy in relationship to diversity, culture, prevention, treatment, and recovery from a mental illness.

Class Dates, Location and Hours:
Dates: August 25 - December 8, 2016
Location: Room 250, Zarrow Hall, 700 Elm Avenue, Norman OK 73019
Hours: Thursdays 5:30-8:20 p.m.
Last day to enroll or drop: August 24, 2016

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map/. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:
Bethany Piscitelli. Assistant: Carmen Weeks. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Cynthia McPherson, MSW, LCSW
Mailing Address: 700 Elm Ave., Rm 316
Norman, OK
Telephone Number: 405-325-4962
E-mail Address: cmcpherson@ou.edu
Professor availability: The professor will be available to students before and after the class sessions. On-site office hours are by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bksstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


4. Materials posted on the OU Canvas learning management system: Access Canvas at https://oklahoma.instructure.com/, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

The purpose of this course is to introduce and address central issues related to mental health assessment and diagnosis using the DSM in the field of social work. This course is designed to provide graduate social work students with the fundamental knowledge and skills needed to use the DSM in their practice. In this course, students will learn a specialized language that will help form the basis of communication among clinicians and researchers in the mental health field.

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

A. Utilize the terminology of the DSM.

B. Diagnose hypothetical clients from case examples with accuracy that is similar or identical to the diagnoses of recognized experts.

C. Describe the psychosocial and psychiatric problems faced by people that we work with as social workers.

D. Understand the rationale for using the DSM.

E. Understand how the historical development of the DSM affects diagnoses and treatment.

F. Examine the empirical basis of the DSM.

G. Be sensitive to diagnostic issues related to diverse populations and cultures.

H. Examine the consequences of doing a psychiatric, psychological, and social work assessment

**Teaching/Learning Methods:**

Teaching will be primarily through lecture, class discussion, guest speakers, and small group discussions. Some online reading/writing assignments.

**Major Course Divisions:**

A. The DSM from a Social Work Perspective & Historical Context

B. An Integrative Approach, Clinical Assessment & Research Methods

C. Neurodevelopmental Disorders

D. Mood Disorders, Suicide

E. Anxiety Disorders

F. Schizophrenia and Psychotic Disorders

G. Substance Use and Addictive Disorders
H. Personality Disorders
I. Somatoform & Dissociative Disorders
J. Eating and Sleep Disorders
K. Sexual & Gender Identity
L. Cognitive Disorders
M. Legal/ Ethical issues
N. Physical Health interactions

**Tentative Course Schedule:**

The following is a tentative schedule for the course – it is my intent to follow it as closely as possible, but please know that it is subject to change. Some topics may bridge two class sessions if lecture and/or discussion merit it; additional relevant readings may be added or supplemented if I believe they will add significant knowledge and content to the learning process. If changes are made, they will be communicated via Canvas and email to all students at least 1 week in advance.

**Note:** All readings are to be completed before class. All MindTap assignments are due by 5pm on Thursdays.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments/ Exams</th>
</tr>
</thead>
</table>
| 8/25/16  | Intro to course
Overview of DSM
Historical Context of Mental Health Diagnosis | Syllabus, Barlow & Durand Chapter 1 – *Abnormal Behavior in Historical Context*, and Paris, Chapter 1 – *The History of Diagnosis in Psychiatry* | N/A                                         |
| 9/1/16   | Integrative Assessment Diagnosis                                         | Barlow and Durand Chapter 2 – *An Integrative Approach & 3- Clinical Assessment and Diagnosis* | MindTap - Concept Checks Chp 2-3            |
| 9/8/16   | Neurodevelopmental Disorders                                             | Barlow & Durand Ch 14                                                                       | MindTap - Video Modules                     |
| 9/15/16  | Anxiety, Trauma and Stressor-Related                                    | Barlow & Durand Ch 7                                                                        | Video Modules – not graded                   |
| 9/22/16  | Anxiety, Trauma and Stressor-Related                                    | Barlow & Durand Chapter 5 (pp 155-177)                                                     | MindTap - post test                         |
| 9/29/16  | Somatic Symptom and Dissociative Disorders                              | Barlow and Durand Ch 6                                                                       | MindTap – concept checks                    |
| 10/6/16  | Mood Disorders and Suicide                                               | Barlow and Durand Ch 7                                                                       | MindTap – mini quizzes
**Diagnostic Exam – covers weeks 1-6** |
<p>| 10/13/16 | Eating and Sleep Wake Disorders                                         | Barlow &amp; Durand Ch 8                                                                        | MindTap - miniquiz                          |</p>
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<thead>
<tr>
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<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments/ Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20/16</td>
<td>Schizophrenia and Psychotic Spectrum</td>
<td>Barlow and Durand Ch 13</td>
<td>MindTap - miniquizes</td>
</tr>
<tr>
<td>10/27/16</td>
<td>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</td>
<td>Barlow and Durand Ch 10</td>
<td>MindTap – Concept Check and miniquiz</td>
</tr>
<tr>
<td>11/3/16</td>
<td>Substance-Related, Addictive, and Impulse-Control Disorders</td>
<td>Barlow and Durand Ch 11</td>
<td>MindTap – miniquizzes and concept check</td>
</tr>
<tr>
<td>11/10/16</td>
<td>Personality Disorders</td>
<td>Barlow and Durand Ch 12</td>
<td>MindTap – post test</td>
</tr>
<tr>
<td>11/17/16</td>
<td>Physical Disorders, Health and Neurocognitive Disorders</td>
<td>Barlow and Durand Ch 9 &amp; 15</td>
<td>MindTap – concept checks Diagnostic Exam – covers weeks 7-12</td>
</tr>
<tr>
<td>11/24/16</td>
<td>No class - Thanksgiving Break</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12/1/16</td>
<td>Legal &amp; Ethical Issues</td>
<td>Barlow &amp; Durand Ch.16</td>
<td>MindTap – concept checks</td>
</tr>
<tr>
<td>12/8/16</td>
<td>Last Class</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
</tr>
</tbody>
</table>

Assignments, Grading and Due Dates:

**Participation 20%:**

Attendance and class participation in this course is weighted quite heavily, accounting for 20% of your grade. There will be activities and group discussion and presentations. You must not only actively participate, but make your participation seen and known. As always, remember that effective class participation includes: respectful and non-dominating involvement in class discussions, and showing initiative and investment in classroom activities as well as respectful interactions with the instructor and fellow classmates. It is important to remember that in a social work program, evaluation extends beyond academic performance. Your interactions with your instructors and peers are an integral part of the assessment of social worker dispositions. Should any concerns arise, these will be discussed with the individual student and the policy that is stated in the student handbook will be instituted as needed.

**Chapter Exercises in MindTap 20%**

These are done during the week online. These vary from quizzes to concept checks to video exercises. For summary quizzes, you will have 3 attempts to take the quiz and it will keep your best score. Access these from Canvas under Modules or under Assignments.

**Diagnostic Quizzes – 2 x 10 % = 20% Total**

There will be two in-class open book diagnostic quizzes. These are low stakes but give an opportunity for you to practice using the DSM 5. There is no make-up for these quizzes, if you miss class.

**Group Assignment - You pick from 1 of the 2 options - 40%**

**Option 1 - Case Study & Presentation**

Students will work in groups of 2-3 for this assignment. During the course of the semester, students will watch one movie (to be approved by instructor), and select a character on whom they will complete a diagnostic assessment. Prepare a client report that includes a DSM-5 diagnosis of your client to share with your treatment team (the class). Remember that you must provide support for any diagnosis that you
assign to your client by listing the criteria that are met, and provide justification for your diagnostic decisions.

Students will share segments of the movie that they consider critical to their diagnostic decision with the class and make a presentation as you would at a staffing meeting in your agency. Students should notify the instructor of their movie choices in advance to avoid duplication of efforts. Here are some guidelines:

Consider the following questions as you formulate your diagnosis:

a. Note important identifying information regarding this client in terms of age, ethnicity, gender, and other contextual, demographic, and/or descriptive data. You do not need to make up information for this section if it is unknown, but you can use inferences. For example, you may not know the character’s exact age, but you can infer that he is in his 20’s.

b. Provide an overview of your client (the character). You do not need to provide the entire synopsis of the movie. I am interested in the character, not the movie. State your client’s assessment of the presenting concerns (how would he or she describe what they are experiencing?)

c. Provide a working diagnosis for the client. Your diagnosis must be congruent with the behavioral patterns/symptoms displayed by your client. What evidence do you have to support your diagnosis?

d. What are the social/ cultural/ macro issues that contribute to the client(s) problem(s)?

e. How might the client’s gender/cultural background/sexual orientation affect his or her diagnosis and treatment plan? What historical/social/political/cultural/religious issues do you need to consider in applying this diagnosis?

f. What are the client’s strengths and how can they be utilized in the treatment process plan?

g. Identify Long and Short Term Goals: The goals should be linked to the diagnosis and the needs of the client.

h. Specific Considerations for Treatment: This includes length of treatment, motivation, previous treatment, consideration of social supports, severity or nature of disorder, cultural variables, and previous treatment that may have a significant impact on the counseling process.

i. What additional services (besides counseling) might be beneficial for this client?

Option 2 – PSA

Students will work in groups of 2-3 for this assignment. During the course of the semester students will identify a topic from this class that they are particularly interested in and create a 5-10 minute video PSA on YouTube to be presented to the class toward the end of the semester. The target audience should be Oklahomans, so you can imagine perhaps this running as a local commercial. Some aspects to consider including are:

- the essential features of the diagnosis
- awareness-raising about the misconceptions about people who suffer/ live with the diagnosis
- offer practical tips for being an ally to someone with the diagnosis
- legislation that promotes or diminishes functioning/ healing/ quality of life
- discuss prognosis and treatment options (don’t all have to be social work related)
- environmental/ health factors that promote or diminish healing
- finally, it must include information about local resources (support groups, how to locate a service/ therapist, etc).

Your video may include graphics, yourself, experts in the field, etc. Make it as creative as you like. Videos need to be posted in YouTube as an unlisted link that you will copy and paste in a word doc and post on Canvas.

Methods of Evaluation:

May include, but are not limited to, written assignments, class presentations, and class participation. The course and instructor are evaluated formally using The University of Oklahoma student evaluation of
courses format. In addition, suggestions and comments by students are accepted and welcomed. Faculty peer evaluation may be employed at the discretion of the instructor.

Grading:
This is a letter-graded course: A, B, C, D, or F.

Breakdown of Class Grading:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Diagnostic Quizzes</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Class Policies:

Academic Conduct:
Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

Attendance:
You are expected to attend every class. You have only 1 excused absence. This is not a free pass or elective absence. You must demonstrate to the instructor that there were extraordinary reasons for you to miss the class. With a second absence, your final grade will drop 1 whole letter grade, and continue to drop one letter grade with each subsequent absence. In the event of a documented family emergency (e.g. illness) or weather related emergencies, the instructor will evaluate the circumstance individually or, if necessary, in consultation with the graduate coordinator to determine if the student can remain in the course. Attendance will be taken at the beginning of all class sessions. It is your responsibility to be sure your attendance was recorded. Arriving late or leaving early will detract from your grade. This is a short but intensive course.

Statement of Reasonable Accommodation:
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

<table>
<thead>
<tr>
<th>Norman</th>
<th>Tulsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Resource Center</td>
<td>Office of Disability Resources</td>
</tr>
<tr>
<td>620 Elm Avenue – Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>Goddard Health Center</td>
<td>4502 East 41st Street</td>
</tr>
<tr>
<td>Norman, OK 73019-2093</td>
<td>Tulsa, OK 74135-2512</td>
</tr>
<tr>
<td>405-325-3852 (voice)</td>
<td></td>
</tr>
<tr>
<td>405-325-4173 (voice)</td>
<td></td>
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<tr>
<td>Email: <a href="mailto:drc@ou.edu">drc@ou.edu</a></td>
<td>(918) 660-3100</td>
</tr>
</tbody>
</table>
Provost-Approved University Activities and Religious Observances:

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Instructor Policies:

Assistance with assignments:
I will read papers or assignments in advance to assist with content and writing. If you wish for me to offer feedback on a draft of a paper, the paper must be emailed to me at least 4 days before it is due. I encourage you to utilize the writing center and I will try to identify writing problems and assist you with them. Papers may not be rewritten after a grade is assigned.

Electronics:
I understand that some students use laptops for note taking. Please be aware however that in a class where there should be a lot of discussion, having the laptop in the classroom can be distracting. I may ask you to put it away during times where learning is taking place through discussion and note taking is not necessary. I will usually incorporate a break during class, and that is the time when students may check email, text, or use Facebook. I also understand that some people need access to their cell phones in case of an emergency. Please keep all devices on silent/vibrate, limit use to emergencies only, and step out if you need to take a call. I pledge to do the same.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Cynthia McPherson, LCSW, MSW

Education
- 2005 MSW, Catholic University of America, Washington D.C.
- 2001 University of Maryland, College Park, MD
- 1994 BS, University of Tennessee, Knoxville, TN

Current Positions
- Clinical Instructor OU Faculty – School of Social Work
- Advanced Program Professor since 2013
- Mental Health Team- Red Cross, Moore, OK
- NASW Additional Representative – Cleveland County OK

Past Positions
- Private Consultation, Norman, OK
- National Center for Children and Families, Bethesda, MD - Therapist
- Catholic University Counseling Center – Therapist
- Jewish Social Service Agency, Rockville, MD - Therapist

Representative Honors and Awards Received
- Oklahoma State Board of Licensed Social Workers – LCSW #3863
- SAMHSA – Certificate of Appreciation 2013

Major Professional Affiliations
- National Child Traumatic Stress Network
- Compassionate Communication Oklahoma
- Psychotherapy Networker
- National Association of Social Workers
- Institute for Short Term Psychodynamic Psychotherapy