



Spring 2011

**COURSE TITLE/SECTION: CLINICAL APPLICATIONS OF THE DSM**

SOCW 7397 (Section 10 - LEC #21181)

**TIME:** Tuesday 6 pm – 9 pm

**Class Room 107A or TBA**

**FACULTY:** Dale Alexander, Ph.D., LCSW

**OFFICE HOURS:** see Room 313 door  
(or by appointment)

**E-mail:** dalexander@uh.edu

**Phone:** 713-743-8672

**FAX:** NA

### 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 Required Clinical Track course.

#### B. Purpose

This is an advanced practice course that focuses on critically analyzing the categories in the DSM-IV-TR, 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

1. Critically analyze the political, economic and historical backgrounds of the DSM emphasizing its application in clinical social work practice;
2. Communicate with clients, family members and other professionals regarding major mental disorders and their applicable criteria;
3. Connect social work principles to the DSM diagnostic process;
4. Develop accurate DSM diagnoses in an ethical manner;
5. Demonstrate cultural competence based on the DSM diagnostic criteria in diverse clinical settings and in collaboration with other professionals;
6. Critically review the DSM diagnostic multi-axial statements prepared by other professionals;
7. Describe objectively the strengths and limitations of the DSM system; and
8. Use the DSM as a guide to evaluate clinical practice in diverse social work settings.

### III. Course Structure

This course includes the following content areas (see class schedule):

1. A historical review of mental illness and the DSM system.
2. A review of all 17 major DSM IV-TR diagnostic categories.
3. An introduction on how to use the DSM IV-TR as an assessment guide.
4. An introduction to the roles of social work in medication management.
5. An integrated review of DSM socio-gender-political processes and limitations.

The Spring 2011 semester course will consist of 14 classes, plus outside reading and assignments for approximately 45 hours by lecture and discussion format utilizing video case vignettes, case studies and student presentations. The focus of the course is a BioPsychoSocial approach to understanding

and applying psychopathology assessment. Class attendance, student participation & reading 1 or 2 required texts, and a minimum of 10 journal articles for a special topic paper are necessary to improve your understanding & competent assessment of complex mental disorders.

#### IV. Textbooks

##### Required Texts & Reading

1. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR, (4<sup>th</sup> ed.) (2000). Washington, D.C.: American Psychiatric Press. ISBN 0-89042-025-4 · Paperback  
You will be expected to READ this entire book & selected appendix
2. Dziegielewski, Sophia (2010 - 2<sup>nd</sup> Ed only) DSM IV-TR in Action. Wiley.com. ISBN: 978-0-470-55171-4 (Note: Some LD & DSM topics NOT covered by text & LD sequence different than text.)
3. Bentley, K. & Walsh, J. ( 2006-Thrid Edition). The Social Worker and Psychotropic Medication. Brooks/Cole Publishing. [useful for other courses] ISBN: 0534-51551-7. (Selected Chapters only for exam) **OPTIONAL as out of date edition**. NO Quiz material. ROLES Chapter in Readings.
4. Reading approximately 10 Journal Articles is required for presentations and special topic papers. Students are expected to find recent & relevant journal articles. Use only a minimum number of non-referred or online websites that are not evidence based. Avoid use of wikipedia for paper.
5. Proposed DSM V content may be found at <http://www.dsm5.org/Pages/Default.aspx> Read DSM 5 sections appropriate to your presentation topic. Integrate & Discuss with your presentation & paper.

##### Recommended Texts & Readings [See list on WebCT Blackboard]

#### V. Course Requirements

##### A. Reading Assignments

Students are required to read the DSM IV-TR and comprehend its contents. The Dziegielewski (2010) supplemental text is also expected to be read. Only Bentley chap 2 on SW roles in meds is testable, as pharmacology updates outrun texts ability to keep up.

##### B. Written Assignments, Projects & Exams

Grading will be determined using the below formula based four course assignments. NOTE: Class size & time restraints will not allow some students to present their power point topics In-Class. Regardless, ALL students are expected to develop & turn-in a power-point presentation covering their selected DSM category special topic, along with their "Special Topic" paper in order to complete both assignments 1 & 2. IF necessary these may be combined as a hand-in only assignment, without students presenting In-class. ALL written or power point assignments are to be sent to [dalexander@uh.edu](mailto:dalexander@uh.edu) as attachments, using either MS 2003 or MS 07 formats.

##### Grades & Evaluation

##### DUE

- | DSM Special Topic Class Power Points & PAPER (40% total) |            |  |
|--|------------|--|
| 1. All provide class Power-Points                        | <b>20%</b> | Monday before Topic scheduled  |
| 2. Special Topic Paper<br>with Journal art abstracts     | <b>20%</b> | 3 wks after scheduled*<br>(*those scheduled last 2 wks – <u>NLT April 30</u> ) |
| 3. Ten Quizzes on DSM Reading                            | <b>20%</b> | Be Prepared (10 count)   |
| 4. Last Exam Part I & II                                 | <b>40%</b> | April 26 Tues 6-10pm   |

##### C. Attendance, Class Participation and Absence Policy

Our class will be meeting Tues from 6–9 pm for 14 classes for approximately 45 hours. The Last Exam is on Tues April 26th, our last regularly scheduled class session, from 6pm-10pm. Due to our limited class time together, attendance and class participation are important components for effective learning. Should a student's grade be marginal,

attendance may influence the final outcome. Each unexcused absence results in 1 point loss & quiz grade loss, as does arriving 15 minutes late or sleeping in class. More than 1 unexcused absence may result in a lower letter grade & Dr. Alexander reserves the right to ask students to withdraw for excessive absences. Leaving early or after a quiz also results in 1 pt deduct. Students are expected to email Dr. Alexander prior to class regarding lateness and/or any absence. To focus listening skills & avoid disrupting class, students will turn off cell phones, text message beepers, & Laptops during class. If a special circumstance merits leaving a cell phone or beeper on, or using a laptop, please discuss with the Dr. Alexander prior to classes. Put them away during class. Please resolve or have back-up plans for any potential work or child care conflicts with class attendance prior to semester or class beginning. For any medical illness or personal situation resulting in absence please provide description & verification by email.

#### **D. Late Assignments**

Late submission of assignments is unacceptable. Late assignments are only considered for acceptance IF: 1) the student has significant reasons why the assignment must be late; 2) with the understanding that any late assignment submission will result in lowering of the earned grade; and 3) with prior notification to and approval of the Instructor.

#### **E. Consultation**

I'm available to speak with students before or after class, or by appointment. I prefer office email: [dalexander@uh.edu](mailto:dalexander@uh.edu) but can be reached by phone: 713-743-8672. My office hours are posted on my door, Room 313. I am NOT available before class from noon-1:30, unless by appointment.

### **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. The mutually agreeable arrangements for an Incomplete must be worked out in order for students to complete the course requirements NLT early the next semester. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements. A grade of "I" must

be changed by fulfilling course requirements within one year of the date awarded or it automatically revert to "F" (or "U" -Unsatisfactory- in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements; the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of **W**.

## VIII. Course Schedule and Assignments

**Note: Syllabus & Class Schedule are subject to modification if & when necessary. Dr. Alexander reserves the right to revise parts of the Syllabus content, schedule or assignments for time management or other reasons after the course begins. It is possible not all topics listed below will be covered in class because of time limitations. Slides will be provided for most topics not covered in class.**

#####

### 7397 DSM (31902) Spring 2011 Class Schedule & DSM-IV-TR Reading Assignments

#### 1<sup>st</sup> January 18      **Introductions & Course Overview:**

Review WebCT Syllabus & Assignments

**Dr. Alexander presents →**

L&D: **What Is (& is Not) a Mental Disorder ?**

**What is the DSM-IV-TR ? Historical Development of DSM**

**Why Study the DSM IV-TR ?**

**Overview of Values and Limitations of the DSM System**

Read: *DSM-IV-TR* pp. xxii-37— Dziegielewski Chap 1-2

#### 2<sup>nd</sup> January 25      [Admin: Students select Presentation Topics from DSM content areas]

Have Read for Quiz: *DSM-IV-TR* pp. xxii-37—

**Dr. Alexander presents → Continuation of topics from Aug 24<sup>th</sup>**

L&D: **How to Use DSM-IV-TR – Intro to General Guidelines**

**What DX Is & Is NOT -- SW Dilemma's with DSM "labeling"**

Read: Dziegielewski Chap 3-4

#### 3<sup>rd</sup> Feb 1      **Dr. Alexander presents → Continuation of topics from Jan 18<sup>th</sup>**

L&D: **What DX Is & Is NOT -- SW Dilemma's with DSM "labeling"**

**How to Use DSM-IV-TR – General Guidelines using Cannabis & Alcohol as examples**

Time permitting: Case: **Marlboro Man - The Biopsychosocial Model**

#### 4<sup>th</sup> Feb 8      **Substance Related Disorders**

Have Read for Quiz: *DSM-IV-TR* pp. 191-295 & Dziegielewski Chap 7

**Dr. Alexander presents SUD's overview → & Video: Alcohol Dependence\***

**Dr. Alexander presents → \*1. Alcohol Use and Induced Disorders \***

**Dr. Alexander presents → \*2. Cannabis Use Disorders: Abuse & Dependence Issues**

**How to Use DSM-IV-TR – General Guidelines using Cannabis & Alcohol as examples**

Student PRESENTATIONS [student paper & pwr pt only - from schedule list]

→ 3. Two other substance categories selected by students

**5<sup>th</sup> Feb 15 Dr. Alexander presents → Continuation of topics from Sept 7<sup>th</sup> & 14<sup>th</sup>  
What's Coming in DSM V - Revisions & Evidence Based Corrections**

Proposed DSM V content may be found at <http://www.dsm5.org/Pages/Default.aspx>

**6<sup>th</sup> Feb 22 Mood Disorders & Adjustment Disorders**

Have Read for Quiz: *DSM IV-TR pp. 345-428; 679-683* & Dziegielewski Chap 9

**Dr. Alexander presents → L&D Overview Multiple Models & Mood Disorders Issues;**  
(1) Major Depression, (2) Dysthymia & (3) Bipolar

Videos: Major Depression; Bipolar; & ? PMDD Videos:

Student Papers & Power Points Only or possible PRESENTATION

→ 4. Cyclothymic Disorder

→ 5. Pre-or Post-Menopausal Depression [?] & Post-Partum Depression

→ 6. Adjustment Disorder with Depressed Mood (309.0)

Note: Cases & Multiaxial Exercises will be conducted when schedule allows

**7<sup>th</sup> March 1 Anxiety Disorders & Adjustment Disorders**

Videos: Panic Disorder & OCD

Read: *DSM-IV-TR pp. 429-484; 679-683;* & Dziegielewski Chap 10

Student PRESENTATIONS:

1. PTSD & Acute Stress Disorder
2. Generalized Anxiety [contrast with 309.24]
3. Panic Disorder with and without Agoraphobia
4. OCD [*contrasted with OCD Personality Disorder*]
5. Specific Phobias and Social Phobia

**8<sup>th</sup> March 8 Schizophrenia and Other Psychotic Disorders**

Video: Schizophrenia types ← **Dr. Alexander presents Video**

Have Read for Quiz : *DSM-IV-TR pp. 297-343* & Dziegielewski Chap 8

Student PRESENTATIONS:

1. Schizophrenia – (2 of 5 types)
2. Psychotic Disorder Brief & NOS (298's) & Shared (297)
3. Delusional Disorders (2 of 7 types)
4. Schizoaffective & Schizophreniform Disorders

↔ **Spring BREAK -- Monday March 14 thru Sat March 19** ↔

**9<sup>th</sup> March 22 Axis II Personality Disorders – (4 presentations on pairs of PD's)**

L&D: **Dr. Alexander presents → DSM V update plans for this category**

**Dr. Alexander presents → Antisocial Personality Disorder Video: Iceman**

Read: *DSM-IV-TR pp. 685-729;* & Dziegielewski Chap 13

Optional Reading: *Millon or Sperry recommended texts on Personality Disorders*

Student PRESENTATIONS:

1. Borderline & Histrionic PD

2. Schizotypal & Schizoid
3. Paranoid & Avoidant
4. Narcissistic & Dependent

**10<sup>th</sup> March 29      Three DSM IV-TR Categories covered**

**Sexual Disorders, Impulse Control & Sleep Disorders**

*Read: DSM IV-TR pp. 535-582; 663-677; 597-661; & Dziegielewski Chap 12*

*Time permitting: Instructor reviews Sex in America; Students find journal articles or texts!*

Student PRESENTATIONS: Students present on 1 topic from each category

**A. Sexual Disorders (Select 1 of 5)**

1. Sexual Desire Disorders  
(potential guest speaker on sexual addiction)
2. Sexual Arousal & Orgasmic Disorders (2 of 5)
3. Sexual Pain Disorders \*&\* distinction from 307 Pain Disorders
4. Paraphilias (1 of 9 types)
5. Gender Identity Disorders [covered in other classes or guest]

**B. Impulse Control (Select 1 of 6)**

(Options: Intermittent Explosive; Kleptomania; Pyromania --;  
Pathological Gambling & Trichotillomania & NOS)

**C. Sleep Disorders (Select 1 of 10 primary Dyssomnias or Parasomnias)**

1. Breathing-Related Sleep Disorder (Sleep Apnea)
2. Circadian Rhythm Sleep Disorder
3. Primary Insomnia
4. Parasomnias (Select 2: Nightmare Disorder; Sleep Terror; Sleepwalking)

↔Be prepared for multiple Quizzes this day↔

**11<sup>th</sup> April 5      Depending Upon Class Topic Selection...**

**Disorders Usually First Evident in Infancy, Childhood or Adolescence**

*Read: DSM-IV-TR pp. 39-134; Dziegielewski Chap 5*

*Bentley Chap 6 thru 8*

Student PRESENTATIONS:

1. ADHD
2. Oppositional Defiant Disorder
3. Conduct Disorder
4. Mental Retardation & Learning Disorders
- \*\* 5. Pervasive Developmental Disorders, focus on Autism

**12<sup>th</sup> April 12      Three DSM IV-TR Categories covered**

**A. Somatoform & Factitious & Dissociative Disorders**

Video: B squared ← **Dr. Alexander presents Somatoform if needed**

*Read: DSM-IV-TR pp. 485-511; Dziegielewski text does NOT cover!!*

*DSM-IV-TR pp. 513-517*

*DSM-IV-TR pp. 519-533;*

Student PRESENTATIONS:

1. Somatization Disorder & Undifferentiated Somatoform Disorder

2. Conversion; Hypochondriasis; Body Dysmorphic Disorders
3. Factitious Disorders & Dissociative Disorders

**B. Eating Disorders & Mental Disorders Due to a General Medical Condition & Psychological Factors Affecting Medical Condition**

Video: Anorexia, Binge Purge Type;

Read: *DSM-IV-TR pp. 181-190; 583-595; &. 679-683; Dziegielewski Chap 6*

Student PRESENTATIONS:

1. Eating Disorders
- 2 Mood Disorder Due to Gen Med OR Psychological factor  
– from LIST (*NO Gray Chap available*)
3. Anxiety Disorder Due to Gen Med OR Psychological factor  
- from LIST(*NO Gray Chap available*)

**C. Delirium, Dementia and Amnestic and Other Cognitive Disorders**

**Depending Upon Class Topic Selection...**

Student PRESENTATIONS:

1. \*\* any remaining presentations from before
2. Alzheimer's Dementia
3. Dementia Due to ... HIV, etc

Videos: Amnestic Disorder; Dementia Assessment Video from Dr. A

Read: *DSM-IV-TR pp. 135-180; Dziegielewski Chap 11*

↔**Be prepared for multiple Quizes this day**↔

**13<sup>th</sup> April 19 Any Presentations remaining from PRIOR WEEKS  
will be scheduled ad hoc -- Brief Review for Final Exam  
Practice Using DSM IV-TR Diagnosis (video vignettes)  
Case Presentations of AL or Jack & Jill--- DSM IV-TR Assessment Practice**

**14<sup>th</sup> April 26 Last exam from 6 to 9-10pm**

Note: Students are responsible for Dr. Alexander's power point lectures & reading DSM IV-TR materials NOT covered during class, to include Appendix A; B; C; D; and I.

***THEN YOUR OFF TO ENJOY THE SUMMER !!!!***

**IX. POLICY on APA FORMAT and ACADEMIC DISHONESTY or PLAGIARISM**

My policy below is consistent with GCSW policy & other faculty syllabi wording...

To avoid any confusion regarding plagiarism, please consult and use the APA style manual. The contents of ALL papers must use APA format and be fully and properly referenced, with credit given to any authors whose ideas you use. If you use direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation format. 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. This also applies to any on-line non-journal-referred sources used.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using papers from students who have previously taken this course as the

basis for your work. This includes, but is not limited to submitting the same paper to more than one class. Academic dishonesty also includes looking at another person's quiz or exam during testing. I will be using University licensed software or websites to check for plagiarized contents on selected papers. IF there is any doubt in your mind, you may be self accountable by using similar methods (i.e. *TurnItIn.com*) in advance of turning your paper in. IF you do so, confirm with me that you have done so and what percentage of your paper contains direct quotes. Papers with 40% direct quotes are considered of questionable creative graduate student effort, even if referenced properly & may be questioned.

The University Policy on Academic Dishonesty can be found in your UH Student Handbook. Any graduate student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an Incomplete for the class and will be referred to GCSW for a college level hearing with the recommendation that a grade of F be assigned for the course. Other actions may also be taken by the College to suspend or expel a student who engages in academic dishonesty.

#### **X. 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. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

#### **XI. Bibliography**

See list of required & optional references and handouts on WebCT Blackboard. Students are expected to generate their own additional bibliography with their power point and special topic presentations.

Proposed DSM V content may be found at:  
<http://www.dsm5.org/Pages/Default.aspx> This site also includes numerous articles references on specific diagnostic topics under consideration for revision. Students are encouraged to consult these references and update them for their class papers.