I. COURSE DOMAIN AND BOUNDARIES

This course has three primary goals:

1) **Students will gain introductory knowledge and skills needed for accurate identification, assessment, and diagnosis of psychiatric disorders outlined in the DSM-V.** Special emphasis will be given to diagnostic assessment skills, strategies, and use of tools relevant to social work practice in mental health settings. The role that intersectionality plays within the context of understanding presenting symptoms and which influence diagnostic strategies will be explored.

2) **Students will learn the process of differential diagnosis.** The six steps to differential diagnosis will be utilized as the framework for assessing diagnostic indicators and synthesizing complex information to arrive at an accurate diagnosis— including contextual, structural, historical, and societal factors influencing the development and maintenance of mental health disorders.

3) **Students will explore the theoretical development and limitations of a categorical versus a dimensional approach to diagnostic assessment.** Through discussion and presentation of materials, a special emphasis will be placed on the current state of the field’s current understanding of mental disorders and limitations that exist. Alternative approaches will be discussed and explored.

Differential Diagnosis is a core skillset for any social worker in the mental health field. As social workers, we are tasked with accurately diagnosing individuals in a variety of treatment settings. This course will provide the prerequisite knowledge and skills to accurately assess and diagnose individuals, regardless of setting. It is paramount that social workers have a strong clinical and diagnostic sense, as the mental health field continues to support the application of evidence-based treatment approaches. Given that evidence-based treatment approaches are typically disorder-specific, diagnosing accurately is the first step in narrowing the treatment options for individuals presenting with mental health concerns.

This course will also explore issues related to effective assessment strategies; differentiate between strengths-based assessments versus the medical model approach; and exploring a dialectic synthesis between these two approaches. Additionally, we will review relevant
assessment tools. Finally, students will be pushed to address their beliefs and assumptions regarding specific mental health disorders and identify how these beliefs can impact the interpersonal process of differential diagnosis.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 | Reinforced |
| Engage diversity and difference in practice | C2 | Reinforced |
| Advance Human Rights and Social, Economic, and Environmental Justice | C3 | Reinforced |
| Engage in practice-informed research and research-informed practice | C4 | Emphasized |
| Engage with individuals, families, groups, organizations and communities | C6 | Emphasized |
| Assess individuals, families, groups, organizations, and communities | C7 | Emphasized |
| Intervene with individuals, families, groups, organizations and communities | C8 | Reinforced |
| Evaluate individuals, families, groups, organizations and communities | C9 | Reinforced |

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for
accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged
to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwKennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from
underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V READINGS

Important Note: Please choose between Clinical Assessment and Diagnosis in Social Work Practice (adult focused) or Assessment and Treatment in Childhood Problems (child and youth focused) based on your desired professional development goals. You do not need to purchase both unless you will find this helpful to your learning.

Required: it is highly recommended that you have a physical copy of #1 and #3 for in-class usage and test taking. You pick between the two assessment books based on your desired depth of knowledge (children vs. adults)


Or


Optional and on Reserve:


VI. ORGANIZATION OF COURSE

The organization of this course follows a life-span perspective, and builds competencies across domains of differential diagnosis beginning with the background, history, and types of assessment and builds stronger competencies related to differential diagnosis that will provide strong foundations for social work practice in the mental health field.

Section 1: Differential Diagnosis-
History and Background, Assessment Frameworks, and Differential Diagnosis
  • History and background of psychiatric diagnosis, intersections of race, ethnicity, gender and sexual orientation, and understand the evolution of the DSM system of diagnosis
  • Apply the differential diagnosis as a process
  • Understand the definition and frameworks of mental health and disorder
  • Understand assessment frameworks and how to gather data
  • Integrate a Culturally Engaged Interviewing framework
  • Understand the role of stigma as it relates to labels and non-labeling
  • Understand the difference and similarities of a medical model vs. Person-In-Environment
  • Introduce and begin formulating a framework for differential diagnosis process
  • Develop skills of writing a diagnostic justification
  • Understand stigma and the lived experiences of those living with a mental disorder

Section 2: Disorders of Childhood, Mood and Anxiety Disorders
  • Understand and diagnose disorders of childhood
  • Provide an understanding of Autism Spectrum, history, and lived experiences
  • Identify common symptoms, differentiate, and diagnose Mood Disorders
  • Identify common symptoms, differentiate, and diagnose Anxiety Disorders

Section 3: Suicide Risk Assessment, Trauma and Stressor Related, Dissociative Disorders, & Eating Disorders
  • Learn a suicide prevention focused model of suicide risk assessment
  • Identify common symptoms, differentiate, and diagnose Trauma-Related Disorders
  • Identify common symptoms, differentiate, and diagnose Dissociate Disorders
  • Identify common symptoms, differentiate, and diagnose Eating Disorders

Section 4: Schizophrenia Spectrum & Personality Disorders
  • Understand the role of biological implications in schizophrenia spectrum disorders
  • Identify common symptoms, differentiate, and diagnose Schizophrenia Related Disorders
  • Identify common symptoms, differentiate, and diagnose Personality Disorders
Understand the range of personality domains, traits, and how they show up in personality disorders- dimensional understanding of personality

VII. ROLE OF FACULTY AND STUDENT
✓ Attendance is required, you will lose 1 percentage point for every class missed
✓ Class participation is expected
✓ Assigned materials should be read before class
✓ Be prepared for discussion weekly as this is reflected in your class participation
✓ Thoughtfulness, intentionality, and genuineness are valued
✓ Bring materials to class

The classroom environment is the mutual responsibility of the faculty and the students.

Faculty: The professor will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The professor will also provide readings, assignment information, and be available for consultation and feedback. The Teaching Assistant will support the professor through providing lectures and assisting with grading assignments in addition to being available to students during lab sessions for feedback and assistance. Assignments will be returned in a timely manner. The professor and teaching assistant both invite students to give feedback and suggestions throughout the course.

Students: Class attendance and participation are required in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. Students are to turn in all assignments on time. Given the experiential emphasis of the course, students should be prepared to role-play at any time in class. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.

USE OF CANVAS: Students are encouraged to review CANVAS on a regular basis and utilize the technology appropriately to enhance their learning experience.

FOR ASSIGNMENT QUESTIONS: A discussion board forum has been set up on the course CANVAS page. This is the place to post questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT: The instructor will utilize the course materials section of CANVAS to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources.

VIII. ASSIGNMENTS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>80-82</th>
<th>B-</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>78-79</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>74-77</td>
</tr>
</tbody>
</table>
If you have a learning disability, sensory or physical disability, or other impairment, or if English is your second language and may need special assistance in lectures, reading assignments, and/or testing, please contact me as soon as possible.

**Assignments are due on the due dates provided in the course outline.**
In the event of an extraordinary circumstance and an assignment is unable to be completed by the due date, the instructor must be notified at least 24 hours in advance of the due date. **Assignment extensions will not be given without prior discussion with the course instructor.**

**Missing assignments will not be accepted for partial grade.**

Many of the examples I will use in this course will come from my personal experience as a clinician and educator. This will include sharing information from my personal practice. Although I will take lengthy efforts to protect the identities and ensure the confidentiality; I expect students to honor the values and ethics of Social Work practice as delineated by the National Association of Social Workers.

4 Evaluation Methods:

1. In-Class Reflections and Discussion Questions & Professionalism (15%)
2. Three Differential Diagnosis Writing Samples (32.5%)
3. Three Exams (32.5%)
4. Two Simulated Diagnostic Assessments and Guided Reflections (20%)

**In-Class Reflections and Discussion Questions**
Each week you will come prepared to lead class discussion by preparing three discussion questions from one of the articles assigned each week.

Reflections and discussion questions need to include concepts, dilemmas, themes, or factors that move one’s knowledge and understanding forward.

**Reflection Example:**
After reading the article “Mental illness stigma and ethnocultural beliefs, values, and norms: An integrative review” by Abdulla and Brown (2011), I began to realize how stigma truly varies from culture to culture and how I often apply my own understanding of stigma to other people’s experiences. What I came to understand is how different these experiences can be when one includes variations by cultures. I recognize that my own cultural background provides just one lens and how critically important it is to push beyond my current understanding and check my own levels of privilege and conceptualization of mental health experiences if I am going to be able to understand the experiences of others. I am going to use this information I learned in the article in my future practice to inform both my approach to gathering information but also by ensuring I utilize reflective listening statements in order to ensure my own conceptualizations fits with my client’s expressed meaning.
Discussion Question Example:
“What other ways did your own conceptualizations of stigma shift or change?”
“What were other ways people identified to ensure one’s conceptualizations include the intersections of culture and stigma?”
“What types of approaches did individuals feel they identified to help reduce the impact of stigma generally? What types of approaches are culturally responsive?”

Your name will be randomly drawn each week to lead the discussion. So come prepared every week.

Professionalism:
As social workers, professional ethics mandate that we engage in ethical and professional behavior in our professional and personal roles. As a practicing social worker, you are representing the profession when participating in community, organizational, collegial, or collaborative events. Your behavior reflects the profession and affects how other professional disciplines see and value social workers. In this class, professionalism is defined as:

1. **Attendance and Participation:**
   Attendance is required; active participation in class is required; tardiness or early departure requires communication to the instructor; and attention needs to focus solely on your learning objectives for this course.

2. **Regulation of Cognitive, Affective, and Behavioral Responses:**
   Professional discourse, discussion, general notions of openness and non-judgmentalness are key to mental health practice. In this course there is likely to be content that causes intense emotional and affective responses due to justified contexts. It is the job of social workers to be able to regulate our cognitive and affective responses in the service of moving change forward. Professional approaches to solving problems, engaging in important yet sensitive discussions is paramount to expanding the worldviews of others. It is important that social workers be able to regulate their behavioral responses to these cognitive and affective experiences.

3. **Asking for Help:** The capacity to assess need and ask for help, clarification, or advice is a fundamental professional skill. Asking in advance of a crisis is highly encouraged as it is difficult to solve a problem after the fact.

**Differential Diagnosis Writing Samples:**
A major part of working as a clinical social worker is effectively justifying your diagnostic impressions. These writing samples are designed to shape and refine your writing skills in relationship to how you differentiate and justify the diagnosis and refine your differential diagnosis competencies.

*See CANVAS for detailed instructions*

**Exams:**
Exam questions will be a combination of T/F, multiple choice, essay, and short answer questions. *Any material covered in class or assigned as readings may be included on the exams.*
However, as the semester progresses, the majority of the exams are diagnostic in nature. Tests may include diagnoses not addressed in class as a secondary diagnosis or may include diagnoses from previous sections of the course.

Tests are open book: **OPEN BOOK IS LIMITED TO MATERIALS PROVIDED IN THIS COURSE.** You will be given 0 points for any tests that appear lifted, borrowed, shared, or in any way, shape, or form seen as utilizing a collective approach to the exam. **You are not to discuss your exams with other students and any information received by the instructor will result in a failed grade on the exam and report to administrative processes and potential referral to the Academic and Professional Integrity Committee.**

**Simulated Diagnostic Assessment and Guided Reflection:**

Students will complete a simulated diagnostic assessment in class. Groups of 3 with be assigned with roles of assessor, client, and observer. The observer uses a fidelity-rating checklist and guided feedback form to provide the assessor feedback after the simulation. The client uses a guided feedback form to guide feedback from the assessment. The client utilizes one of three vignettes- not known ahead of time. Each assessor will have 20 minutes to conduct a diagnostic interview and will then provide a diagnostic formulation in terms of the differential diagnosis process. The assessor will then complete a guided reflection on CANVAS.

**IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Justification, Differential, and Strengths Writing Samples (1-3)</td>
<td>C1; C7</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Diagnostic Assessment Exams</td>
<td>C7</td>
<td>Knowledge/Skills/Cognitive And Affective Processes</td>
</tr>
<tr>
<td>Reflections and Discussions related to cultural influences</td>
<td>C1; C2; C6; C7</td>
<td>Values/Cognitive and Affective Processes/Skills</td>
</tr>
<tr>
<td>Simulated Cultural Assessment and Guided Reflection</td>
<td>C1, C2, C3, C4-C7</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Simulated Diagnostic Assessment and Guided Reflection</td>
<td>C1, C2, C3 C4-C7</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Justification, Clarification, and Differential Vignettes (video and written)</td>
<td>C2; C6; C7; C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Week 1: Background, History, and Role of Mental Health Stigma
This class will provide insights into defining the human condition, exploring concepts of “normative” behavior and experiences, and discuss the role of mental health stigma.

Readings:
Corcoran & Walsh Chapter 1 OR Shroeder & Smith-Boydston Ch. 1 & DSM-V Preface- p. 30
RESERVE


Week 2: Assessment and Differential Diagnosis Process
This class will review different types of assessments, address the parameters of psychosocial assessments, and introduce diagnostic justifications into the assessment process. Additionally, you will be introduced to the differential diagnosis process.

Readings:
Corcoran & Walsh Chapter 2 OR Shroeder & Smith-Boydston Ch. 2, Appendix A and B; & DSM V p. 5-25 RESERVE


**Week 3: Intersections of Identities- Multi-Cultural Formulation**

This class will explore the intersections of identities and a multi-cultural formulation and begin to apply concepts to cases provided in class. In addition, this class will explore methods for gathering information to incorporate into a diagnostic assessment.

**Readings:**
- DSM V p. 749-759 RESERVE
Week 4: Psychosocial Assessment Simulation
This class will integrate the knowledge and skills developed in the course to engage in a simulated psychosocial assessment that sets the groundwork for the differential diagnosis process.

Readings:
No readings assigned for this week.

Week 5: Disorders of Childhood: Disruptive, Impulse-control, Conduct Disorders & Neurodevelopmental Disorders
This class will explore mental disorders typically diagnosed in childhood. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
* DSM-5 p. 461-480 & 31-86; Handbook of Differential Diagnosis p. 262-267 & 162-174; Corcoran & Walsh Chapter 3,4,5,6 or Schroeder & Smith-Boydston Ch. 9, 10, 11 RESERVE


Week 6: Mood Disorders
This class will explore the spectrum of mood disorders inclusive of Bi-polar and related disorders along with depressive disorders. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
*DSMV* P. 123-154; *Corcoran & Walsh Chapter 12 & 15 or Shroeder & Smith Boydston Ch. 8; Handbook of Differential Diagnosis p. 155-188 & 182-197* RESERVE


**Week 7: Anxiety Disorders**
This class will explore the spectrum of anxiety disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
*Corcoran & Walsh Chapter 7 or Shroeder & Smith-Boydston Ch. 8; DSMV p. 189-234; Handbook of Differential Diagnosis 198-214* RESERVE


Week 8: Obsessive-Compulsive Related Disorders
This class will explore the spectrum of obsessive-compulsive related disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
Corcoran & Walsh Chapter 8 or Shroeder & Smith-Boydson Ch. 6; DSMV 234-264 ; Handbook of Differential Diagnosis p. 215-224 RESERVE


Week 9: Suicide Risk Assessment and Safety Planning

This class will explore models of suicide risk assessment and safety planning given the causal pattern of mental health disorders and suicide. Approximately 90% of individuals who die from suicide meet criteria for at least one mental health condition, and a medical or mental health provider had seen many of these individuals in the months prior. You will learn skills for assessment, intervention, and management of suicidal behavior.

Readings:
Corcoran & Walsh Chapter 8 or Shroeder & Smith-Boyson Ch. 6; DSMV 234-264; Handbook of Differential Diagnosis p. 215-224


Week 10: Trauma and Stressor Related Disorders
This class will explore the spectrum of trauma and stressor related disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
Corcoran & Walsh Chapter 9 or Shroeder & Smith-Boydston Ch. 14, 15; DSM-5 p. 265-290; Handbook of Differential Diagnosis p. 225-228

http://dx.doi.org/10.1080/17542863.2017.1355929

http://dx.doi.org/10.1016/j.copsyc.2016.08.003


**Week 11: Dissociative Disorders**

This class will explore the spectrum dissociative disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

**Readings:**
*DSM-5* p. 291-308; *Handbook of Differential Diagnosis* p. 229-223 [RESERVE]


Week 12: Eating Disorders
This class will explore the spectrum eating disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
Corcoran & Walsh Chapter 11 or Shroeder & Smith-Boydston Ch. 3; DSMV 329-360; Handbook of Differential Diagnosis


Week 13: Schizophrenia Spectrum and other Psychotic Disorders
This class will explore schizophrenia spectrum and other psychotic disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.

Readings:
Corcoran & Walsh Chapter 17; DSM-5 p. 87-122; Handbook of Differential Diagnosis p. 175-181


Week 14: Personality Disorders
This class will explore personality and personality disorders with a strong emphasis of differentiating the various disorders in this category. The class will explore diagnostic features of select disorders and begin application of the differential diagnosis process through vignette-based learning.


Week 15: Diagnostic Simulations
This class you will engage in a diagnostic simulation; no readings assigned
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Diagnosis and Assessment</strong></td>
</tr>
<tr>
<td>Class 1</td>
<td>8.29.19 Introduction- Review Overview of Course</td>
</tr>
<tr>
<td></td>
<td>What is the human condition? What is normative human behavior?</td>
</tr>
<tr>
<td></td>
<td>How do we determine this? What makes up normative human experiences?</td>
</tr>
<tr>
<td></td>
<td>Stigma and diagnosis: Pros and Cons of diagnostic systems</td>
</tr>
<tr>
<td></td>
<td>Role of Differential Diagnosis</td>
</tr>
<tr>
<td></td>
<td>Diagnosis as a Construct</td>
</tr>
<tr>
<td></td>
<td>• Writing Sample Overview</td>
</tr>
<tr>
<td></td>
<td>• Organizational Overview and Historical Perspectives of DSM:</td>
</tr>
<tr>
<td></td>
<td>• Course of onset in childhood, adolescence, adults, elderly</td>
</tr>
<tr>
<td></td>
<td>Differential Diagnosis: Getting from the presenting problem to a solid diagnosis; Decisions Trees for Differential Diagnosis; Coding Instructions</td>
</tr>
<tr>
<td></td>
<td>9.5.19 Types of Diagnostic Assessment: DSM Diagnostic Assessment vs. Psychosocial Assessment vs. Person In Environment Assessment</td>
</tr>
<tr>
<td>Class 2</td>
<td>9.12.19 Specific Approaches to Gather Assessment Data: Structured Clinical Interview; Semi-Structured Interview; Framework Driven; Multi-Cultural Formulation</td>
</tr>
<tr>
<td></td>
<td>9.19.19 Cultural Assessment Simulation- 360 Feedback</td>
</tr>
<tr>
<td>**9.22.19</td>
<td>SIMULATION ASSIGNMENT DUE 11:59 P.M.</td>
</tr>
<tr>
<td></td>
<td><strong>Mood and Anxiety Disorders</strong></td>
</tr>
<tr>
<td>Class 5</td>
<td>9.26.19 Disruptive, Impulse Control and Conduct Disorders</td>
</tr>
<tr>
<td></td>
<td>Neurodevelopmental Disorders</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Jennifer Starks, M.Ed., LPC</td>
</tr>
<tr>
<td>Class 6</td>
<td>10.3.19 Bi-Polar and Depressive Disorders</td>
</tr>
<tr>
<td>Class 7</td>
<td>10.10.19 Anxiety Disorders</td>
</tr>
<tr>
<td></td>
<td>SCID Interview</td>
</tr>
<tr>
<td></td>
<td><strong>WRITING SAMPLE 1 DUE</strong></td>
</tr>
<tr>
<td>Class 8</td>
<td>10.17.19 Obsessive Compulsive and Related Disorders</td>
</tr>
<tr>
<td></td>
<td>Class held in Brown Lounge</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Beth Brawley, MA, LPC</td>
</tr>
<tr>
<td>**10.20.19</td>
<td>EXAM 1 DUE 11:59 P.M.</td>
</tr>
<tr>
<td></td>
<td><strong>Suicide Risk Assessment, Trauma &amp; Stressor Related, Dissociative and Eating Disorders</strong></td>
</tr>
<tr>
<td>Class 9</td>
<td>Suicide Risk Assessment</td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 10.24.19   | Class 10  
            | Trauma and Stressor Related Disorders  
            | SCID Interview |
| 10.31.19   | Class 11  
            | Dissociative Disorders  
            | **WRITING SAMPLE 2 DUE** |
| 11.7.19    | Class 12  
            | Eating Disorders  
            | *Guest Speaker: Laura Bumberry, Psy.D.* |
| **11.17.19** | **EXAM 2 DUE 11:59 P.M.** |
| **11.17.19** | Schizophrenia Related Disorders & Personality Disorders |
| 11.21.19   | Class 13  
            | Schizophrenia Spectrum Disorders  
            | Class held in Brown Lounge  
            | *Guest Speaker: Kelly Gable, Pharm.D* |
| 12.5.19    | Class 14  
            | Personality Disorders: Clusters A, B, & C  
            | **WRITING SAMPLE 3 DUE** |
| **12.8.19** | **EXAM 3 DUE 11:59 P.M.** |
| 12.12.19   | Class 15  
            | Diagnostic Simulations-360 Feedback  
            | Assignment components completed in class and turned in to instructors |