I. COURSE DOMAIN AND BOUNDARIES

Course Learning Goals:

1) To examine personal, familial, cultural, and community conceptualizations of mental health.
2) To explore internal and external conceptualizations of stigma as it relates to self as social worker, the mental health field, and impact on individuals living with mental health conditions.
3) To explore issues, topics, concerns, and current and historical debates relative to mental health social work practice.
4) To learn, integrate, and apply the six steps of the differential diagnosis process
5) To develop familiarity with diagnostic categories, specific diagnoses, diagnostic criteria, and diagnostic tools and resources.

The role of differential diagnosis in social work practice centers around the paradigm that our current evidence-based treatments for mental health conditions require accurate assessment of the problem a person may be experiencing. In the mental health field, problems are categorized from a medicalized model including a spectrum of mental health disorders that are categorically organized throughout the life course. The American Psychiatric Association’s Diagnostic and Statistical Manual is the accepted nosology and social workers utilize this nosology in their practice. Inherent in this nosology are tensions in the field about the cultural relevancy, appropriateness, and perspectives of the medical field and the corresponding contributions to the evolution of the mental health field. Social workers play a critical role in critiquing, influencing, and dismantling colonized, Eurocentric, and problematic systems of nosology. Centering culture and integrating understanding of systemic and structural oppression, racism, discrimination, and violence towards marginalized and disenfranchised communities globally is critical to ethical social work practice and advancing the field as a whole. This course will provide foundational principles, practices, and knowledge that will assist professional social workers in advancing equity in mental health.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE
<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Reinforced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>C2</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>C3</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations and communities</td>
<td>C9</td>
<td>Reinforced</td>
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</tbody>
</table>

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. More information about Academic and Professional Integrity policies, violations, guidelines and procedures can be found here: [https://insidebrown.wustl.edu/People/students/studenthandbook/Academic-and-Professional-Integrity/Pages/default.aspx](https://insidebrown.wustl.edu/People/students/studenthandbook/Academic-and-Professional-Integrity/Pages/default.aspx)

**Student Handbook 2020**

**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 Student 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 Communication Lab. If you would like help seeking additional English language resources, please contact Amy Roither at amyroither@wustl.edu. You may also find the Academic Assistance resources available through the Office for International Students and Scholars 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 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 Associate, Assistant or School 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, or via email at jw kennedy@wustl.edu. 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. 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 to be connected with a provider at Habif Health & Wellness, or in the Community.

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 Miriam Joelson, Academic and Student Affairs Coordinator. They can assist you in navigating a myriad of concerns.

V. COVID-19 HEALTH AND SAFETY PROTOCOLS

Exceptions to course policies, expectations, and requirements (including attendance and assignment deadlines) because of COVID-19 diagnosis, symptoms consistent with COVID-19 or exposure to a person with a confirmed or suspected COVID-19 diagnosis will be made in collaboration between the student and instructor. In these cases, please notify your instructor as soon as possible to discuss appropriate accommodations.

We take your health and the health of our community seriously. Any Danforth Campus student who is currently diagnosed with COVID-19, is experiencing symptoms consistent with COVID-19, or has had direct contact with a person with a confirmed or suspected COVID-19 diagnosis must remain home and isolate yourself from others. Students who have symptoms and/or do not pass the screening protocol described below must call the Habif Health and Wellness Center at 314-935-6666 for additional instructions.

All students on the Danforth Campus are required to complete the self-screening and reporting before each time that they come to campus. To complete the screening questionnaire, visit COVID-19 restrictions and screening for campus access and log in with your WUSTL Key.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found https://covid19.wustl.edu/health-safety/.

- Complying with physical distancing requirements at all times and adhere to signage and environmental cues. This includes not congregating before or after class as well as during breaks or class activities.
- Complying with universal masking. All individuals on campus must wear disposable masks or cloth face coverings while occupying indoor public settings, including: multi-person offices; hallways; stairwells; elevators; meeting rooms; classrooms; restrooms; and when in campus outdoor spaces unless you can maintain six feet of physical distance from others. In the event that a student cannot wear a mask due to a medical condition or other concerns, they should consult with their academic advisors.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.
- Complying with cleaning and sanitation protocols. Students may be responsible for wiping down common surfaces after use, particularly those that might be shared with others (e.g. classroom desks). Instructions for sanitizing technology equipment can be found here.

VI. 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.

All the books for this course are available through Washington University Libraries in e-book form. Please connect with the Brown School Library for assistance with accessing these materials.

**Required:** it is highly recommended that you have a physical copy of #1 and #3 for class activities and assignments.


Or


**VII. ORGANIZATION OF COURSE**

This course is organized by modules that scaffold student competencies in clinical social work practice utilizing the differential diagnosis process. Course content attempts to center sociocultural and sociopolitical contexts, understanding, and expressions of mental health conditions.

**Modules.** The course is organized in 11 different modules. Students will begin with Module 1 and work their way through each module. Each module is intended to be completed weekly prior to the beginning of class. The completion of one module serves as the pre-requisite to access the next module. Modules are designed to be accessed in order.

Each module includes one or more of the following:
- Module Overview (View)
- Content Slides (View)
- Teaching Video (View)
Each module is organized slightly different; however, you will have three attempts to complete the quiz and your highest score will be counted towards your final grade.

Module Overview:
Module 1: Engagement, Assessment, and Cultural Centering
Module 2: Disorders of Childhood Onset
Module 3: Mood Disorders
Module 4: Anxiety Disorders
Module 5: Obsessive and Compulsive Related Disorders
Module 6: Suicide Risk Formulation and Safety Planning
Module 7: Trauma and Stessor Related Disorders
Module 8: Dissociative Disorders
Module 9: Eating Disorders
Module 10: Schizophrenia Spectrum Disorders
Module 11: Personality Disorders

VIII. ROLE OF FACULTY AND STUDENT

✓ Engagement in the course content, activities, and synchronous and asynchronous components are expected to receive credit for this course. Please contact the instructor if there are structural limitations to engaging in this course to work out an appropriate plan to ensure the educational learning objectives are met.
✓ Assigned modules should be completed prior to class beginning
✓ Thoughtfulness, intentionality, genuineness, and applying a critical lens are encouraged and valued
✓ A growth mindset is a necessary ingredient in advancing knowledge and competencies
✓ Be prepared for synchronous class time with access to the DSM-V and Differential Diagnosis book or e-book.

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. Additionally, the professor reserves the right to modify the syllabus at any point in time for any reason. The instructor will notify the students of such modifications and it is the student’s responsibility to acknowledge and make note of any modifications made throughout the semester.

**Students:** Class attendance and participation are expected. This course is a practice methods course which means that class engagement, participation in the class activities, and engagement in discussions related to the implementation of the practice skills taught are necessary to achieve the necessary competency to engage in clinical social work practice. 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. The instructor will make efforts to respond within 24 hours; however, please contact the instructor via text message if a response is not received and there is an urgent need. The instructor will not routinely check the discussion boards in the evenings and weekends, so for urgent responses please text the instructor.

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

### IX. ASSIGNMENTS AND GRADING CRITERIA

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-77</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>69 and Below</td>
<td>F</td>
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</table>

If you have a learning disability, sensory or physical disability, or other impairment, or if English is an additional language and you feel you may need special assistance in lectures, reading assignments, and/or testing, please contact the instructor as soon as possible in order to arrange for appropriate and approved accommodations.
POLICY ON LATE ASSIGNMENTS: Standard policy is that late assignments may incur a percentage reduction at a minimum of 5% per day up to five days. Assignments not completed within five days of the due date will receive zero points. However, we understand that each student faces individual factors that may, at times, impede their ability to complete an assignment by the due date. For the instructor to most adequately support students, instructors need to be notified in advance of the due date in order to discuss the potential for an alternative acceptable contingency. In the absence of this outreach, the standard policy will be applied.

Social Work Ethics and Confidentiality
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; Students must honor the values and ethics of social work practice as delineated by the National Association of Social Workers Code of Ethics.

Course Evaluation Methods
1. Module Quiz (25%)
2. Module Discussion Posting (10%)
3. Three Differential Diagnosis Writing Samples (30%)
4. Mental Health Conceptualizations and Stigma Reflection Paper (15%)
5. Two Simulated Diagnostic Assessments and Guided Reflections (20%)

1. Course Modules

Assignment Learning Objectives
- Learn diagnostic categories and criteria
- Explore lived experiences of individuals living with mental health conditions
- Demonstrate knowledge of diagnostic categories and criteria

Students must complete each module in order open access to the next module. Please see CANVAS for specific requirements for each module as they vary. Each module is worth 2% of your final grade. Each module has a graded discussion and quiz- these elements count towards your final grade. However, you must either view or complete other assignments, activities, slides, and/or video as designated in the module pre-requisites.

Class Attendance, Participation, and Engagement
Class attendance, participation, and engagement are essential for optimizing learning for everyone. Each of us brings funds of knowledge necessary for creating transformative learning experiences. The instructor invites all students to engage with the material, in classroom discussions, and all activities.

Engagement is defined as including but not limited to contributing to classroom discussions, staying focused on the classroom activities, using technology to enhance one’s engagement with the curriculum, and communicating with your peers with an assumption of growth and learning.
*Failure to engage may result in a reduction in overall course points as applied to your final grade.

2. Differential Diagnosis Writing Samples

The differential diagnosis writing sample assignment is designed to shape and refine students’ writing skills in relationship to how one differentiates and justifies a DSM-V diagnosis, a core competency for entering the mental health field.

Assignment Learning Objectives

- Apply the six-steps of differential diagnosis process in narrative form to case vignettes
- Apply critical thinking skills by identifying, categorizing, and differentiating symptoms
- Apply practical thinking skills to determine the form, frequency, intensity, and duration of symptoms
- Integrate knowledge of systems, structures, and contextual factors that influence symptom experience
- Apply clinical judgement in determining the boundary between meeting clinical diagnostic criteria
- Integrate multiple lenses and consider intersecting factors that may contextually explain symptom experiences

3. Mental Health Conceptualization and Stigma Reflection Paper

How people conceptualize mental health is influenced by a multitude of intersecting factors. We learn about mental health primarily from our families, histories, culture, religion, and society at large. Our access to knowledge, wisdom, and elders helps to shape, influence, and both contribute to growth but also contribute to the perpetuation of stigma. Mental health conditions and mental illness is a complicated but often silent experience that is steeped in significant mistruths. This said, how we have come to conceptualize mental health, mental wellbeing, and mental illness is critically important to examine and even dismantle in order for us to walk alongside our constituents.

The purpose of this assignment is to help you, as a future social work professional, explore your values, beliefs, biases, and dismantle how internalized and externalized stigma impacts your understanding of individuals living with mental illness. Moreover, the goals is to cultivate and center a caring, compassionate, culturally responsive, and evidence-informed perspective about mental illness.

Assignment Learning Objectives

- Explore personal understanding and narratives about mental health
- Apply framework or model of stigma to examine internal stigma about mental health
Integrate knowledge of stigma and discuss how both internal stigma and external stigma about mental health has influenced your historical behavior towards individuals in your family and community experiencing mental health conditions.

4. Simulated Cultural Interview and Diagnostic Assessment with Guided Reflection

Assignment Learning Objectives

- Demonstrate basic interviewing skills with simulated clients
- Demonstrate cultural formulation skills with simulated clients
- Demonstrate six steps of differential diagnosis with simulated clients
- Integrate diagnostic, cultural, and contextual knowledge to the differential diagnosis process with simulated clients

Students will complete a simulated cultural interview and diagnostic assessment in class via Zoom breakout rooms. Groups of 3 will 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 20-30 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 for the cultural interview and in-class for the diagnostic interview.

X. 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>Mental Health Conceptualization &amp; Stigma Reflection Paper</td>
<td>C1, C2, C3, C4-C7</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
<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>Differential Diagnosis Modules</td>
<td>C1, C2, C3, C4-C7</td>
<td>Knowledge/Skills/Cognitive And Affective Processes</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>
### Course Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Knowledge/Skills/Cognitive and Affective Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Justification, Clarification, and Differential Vignettes (video and written)</td>
<td>C2; C6; C7; C9</td>
</tr>
<tr>
<td>Suicide Risk Assessment and Management Activity</td>
<td>C1; C2; C6; C7; C9</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.

**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.

**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.

**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.

**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.

**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.

**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.
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.

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.

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.

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.

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.

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.

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>Class 1</td>
<td>Date: 8.27.20, Topic: Introduction- Review Overview of Course, Differential Diagnosis: Getting from the presenting problem to a solid diagnosis; Coding Instructions</td>
</tr>
<tr>
<td>Class 2</td>
<td>Date: 9.3.20, Topic: Types of Diagnostic Assessment: DSM Diagnostic Assessment vs. Psychosocial Assessment vs. Person In Environment Assessment</td>
</tr>
<tr>
<td>Class 3</td>
<td>Date: 9.10.20, Topic: Specific Approaches to Gather Assessment Data: Structured Clinical Interview; Semi-Structured Interview; Framework Driven; Multi-Cultural Formulation</td>
</tr>
<tr>
<td>Class 4</td>
<td>Date: 9.17.20, Topic: Cultural Assessment Simulation- 360 Feedback</td>
</tr>
<tr>
<td>Class 5</td>
<td>Date: 9.24.20, Topic: Disruptive, Impulse Control and Conduct Disorders, Neurodevelopmental Disorders, Guest Speaker: Jennifer Starks, M.Ed., LPC</td>
</tr>
<tr>
<td>Class 6</td>
<td>Date: 10.1.20, Topic: Bi-Polar and Depressive Disorders</td>
</tr>
<tr>
<td>Class 7</td>
<td>Date: 10.8.20, Topic: Anxiety Disorders, SCID Interview</td>
</tr>
<tr>
<td>Class 8</td>
<td>Date: 10.15.20, Topic: Obsessive Compulsive and Related Disorders, Class held in Brown Lounge, Guest Speaker: Beth Brawley, MA, LPC</td>
</tr>
<tr>
<td>Class 9</td>
<td>Date: 10.22.20, Topic: Suicide Risk Assessment</td>
</tr>
<tr>
<td>Class 10</td>
<td>Date: 10.29.20, Topic: Trauma and Stressor Related Disorders, SCID Interview</td>
</tr>
<tr>
<td>Class 11</td>
<td>Date: 11.5.20, Topic: Dissociative Disorder</td>
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<tr>
<td>Class 12</td>
<td>Date: 11.12.20, Topic: Eating Disorders, Guest Speaker: Laura Bumberry, Psy.D.</td>
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<tr>
<td>Class 13</td>
<td>Date: 11.19.20, Topic: Schizophrenia Spectrum Disorders, Class held in Brown Lounge, Guest Speaker: Kelly Gable, Pharm.D</td>
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<tr>
<td>Class 14</td>
<td>Date: 12.3.20, Topic: Personality Disorders: Clusters A, B, &amp; C</td>
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<tr>
<td>Class 15</td>
<td>Date: 12.10.20, Topic: Diagnostic Simulations-360 Feedback, Assignment components completed in class and turned in to instructors</td>
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</tbody>
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