

S682 – Assessment in Mental Health and Addictions

Section W153

Summer Session I, 2004

Tuesday & Thursday 6-9:15 pm

ES 2109

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Course Description:

Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply biopsychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

Course Objectives

Upon completing this course, students will be able to:

S682001	Adopt biopsychosocial and multidimensional perspectives in applying selected assessment paradigms (e.g., DSM, PIE, strengths-discovery), instruments, and procedures for collaborative service delivery to persons affected by mental health and addictions issues
S682002	Recognize and discover inherent strengths, assets, and resources within individuals, families, communities affected by mental health and addictions issues
S682003	Critically analyze the differential effects and implications of various conceptual assessment perspectives and processes for persons affected by mental health and addictions issues, and apply critical thinking skills throughout all phases and aspects of the assessment process.
S682004	Convey cultural competence in considering, selecting, and implementing assessment processes and procedures without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
S682005	Communicate about assessment processes and outcomes appropriately and professionally with clients, colleagues, and communities of diverse backgrounds including people of color, women, lesbians, gay men, and other populations at risk, such as those groups distinguished by age,

	ethnicity, culture, class, religion, and physical or mental ability.
S682006	Recognize and analyze the legal and ethical implications of assessment processes and procedures, and information management within the context of service delivery to persons affected by mental health and addictions issues.
S682007	Prepare professional quality, written assessment summaries for the purpose of serving persons affected by mental health and addictions issues.

Required Textbooks

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition Text Revision (DSM-IV-TR™)*. American Psychiatric Publishing Incorporated.

Michael A. Fauman. (2002). *Study guide for DSM-IVTR*. American Psychiatric Association.

Outline of Content and Readings

DATE	CONTENT	READINGS
Class 1 May 13, Thursday	There will be no class as I am presenting at a national conference. Please read ahead and consider the treatment presentation you want.	NOTE: Blend Fauman into pertinent topics as covered in class
Class 2 May 18, Tuesday	Introductions, Overview of Course, Assessment Systems Controversies, Formal Assessment Overview, DSM-IVTR: History, Purpose; PIE: History, Purpose; Ethical Context for Formal Diagnostic Systems; Practical Issues in Agency Diagnoses; Social Justice Issues with DSM Using Strengths Focused Assessment with DSM <i>Assessment and treatment issues with: Mood Disorders: major depressive disorder, dysthymic disorder, bipolar disorder, cyclothymic disorder; culture and DSM</i>	DSM-IVTR pp xxiii – xxxv; 1-37, 345-428, 746-757, 897-903
Class 3 May 20, Thursday	<i>Assessment and treatment issues with: Anxiety Disorders: panic disorder, specific phobia, OCD, PTSD vs ASD, GAD</i>	DSM-IVTR pp 429-484
Class 4 May 25, Tuesday	<i>Assessment and treatment issues with: Disorders of Childhood: MR, LD, PDD, Asperger’s, ADD vs ADHD</i>	DSM-IVTR pp 39-134
Class 5 May 27, Thursday	<i>Assessment and treatment issues with: Adjustment Disorders; V Code Issues, GAF; Delirium & Amnesic Disorders</i>	DSM-IVTR pp 679-683, 814-818, 135-180

Class 6 June 1, Tuesday	<i>Assessment and treatment issues with:</i> Sexual/Gender Identity Disorders: Desire, Arousal, Orgasmic, Pain, paraphilias, GID	DSM-IVTR pp 535-582
Class 7 June 3, Thursday	<i>Assessment and treatment issues with:</i> Personality Disorders; eating disorders (anorexia, bulimia)	DSM-IVTR pp 685-729, 583-595
Class 8 June 8, Tuesday	<i>Assessment and treatment issues with:</i> Dissociative Disorders: amnesia, fugue, DID, depersonalization; somatoform disorders: conversion, hypochondriasis, BDD	DSM-IVTR pp 519-533, 485-511
Class 9 June 10, Thursday	<i>Assessment and treatment issues with:</i> Substance Abuse Disorders: withdrawal, abuse, dependence	DSM-IVTR pp 191-295
Class 10 June 15, Tuesday	<i>Assessment and treatment issues with:</i> Schizophrenia/Psychotic D/O: schizophrenia, schizophreniform disorder, schizoaffective disorder, delusional disorder, brief psychotic disorder	DSM-IVTR pp 297-343
Class 11 June 17, Thursday	Differential diagnosis panels; Developing culturally competent mental health practice; mental status exams and lethality risk interviews	INTEGRATIVE HANDBOOK DUE TODAY
Class 12 June 22, Tuesday	Preparing written assessments that reflect strengths based practice; using formal measures in clinical practice; course evaluation	

Suggested Readings List will be posted and updated on OnCourse

Conduct of Course and Assignments:

1. This course will include a variety of teaching methods including didactic lecture, role playing, and written reflection on materials. The course expects an interactive, skills building focus.
2. Course Assignments:
 - a. 50% - *personal handbook* (DUE: June 17). A handbook (20 plus pages of doubled spaced 12-bit font size on 8 1/2" x 11" paper) is required which demonstrates an integration of lecture, readings, and class presentations. The intent of the handbook is to challenge the student to concisely capture the whole content of the course into a practitioner's guide for him or herself when they begin working with DSM issues. The paper should be a blend of self-reflection, proof of academic knowledge, and clinical usefulness. **Please be specific and detailed about each DSM category covered in class! The handbook must be in a binder and have a table of contents.** The paper must cover the **following areas:**

1. How you will incorporate DSM-IV, PIE, and any other models of assessment into your practice approach. What are the strengths and weaknesses of each diagnostic system? How do the systems fit into your style of interviewing, assessment, and intervention?
 2. What are key elements for diagnosis of each issue in DSM IVTR
 3. What are key elements for strengths-based treatment of each issue in DSM IVTR
 4. How will you negotiate the ethical issues related to applying formal assessment approaches in an agency setting?
 5. How will you negotiate the practical issues related to applying formal assessment approaches in an agency setting (e.g. credibility, precision, interdisciplinary views, documentation)?
 6. What are the social and economic justice issues likely to impact on the diagnostic process?
 7. How do you plan to maintain your skills in diagnosis as a life-long goal?
- b. 20% - team presentation. Each student will be part of a group that will present an overview of the **treatment** strategies for a designated main category of DSM. A sign-up roster will be provided on the first day of class. You do NOT have to cover or mention diagnostic categories as they will be discussed by instructor before your presentation. The team must provide a **powerpoint** presentation on the following main issues:
1. what effective treatments (including psychopharmacology if appropriate) is available for the diagnostic category.
 2. What are the psychosocial issues inherent with this issue?
 3. How can you best develop a strengths-discovery focus related to this diagnostic category and the clients who struggle with it?
- The team must have a **handout** for the class that includes pertinent references on the topic. The presentation should cover no more than **30 minutes** in length. The instructor will meet and discuss the issue with each team before the presentation.
- c. 10% - differential diagnosis panels. On June 17, the class will divide into teams and be given a series of case vignettes. The team must accurately assess the diagnosis and appropriate treatment for each case. This activity will be open book and each student can use his or her *personal handbook* before turning it in.
- d. 20% - Case critiques. There will be 10 cases described in the Fauman textbook that will be assigned as written assignments. Each case description must include a discussion of the following case review format and turned in on the due dates:

Case Review Format:

Look at the designated cases and answer the following questions:

1. Does the case meet the criteria for DSM-IV TR?
2. What do you see as the psychosocial issues facing the client(s) in the case?
3. What are the strengths of the client(s)?
4. What further assessment issues would you have with the client(s)?
5. What initial treatment goals would you have?

POINTS POSSIBLE FOR COURSE:

personal handbook:	50 points
team presentation:	20 points
differential diagnosis panels:	10 points
case critiques (2 points each)	20 points
TOTAL	100 points

GRADE RANGE:

The grade scale taking the IU system of plus and minus in grades is as follows:

GRADE	RANGE
A+	96 TO 100
A	93 TO 95.99
A-	90 TO 92.99
B+	87 TO 89.99
B	83 TO 86.99
B-	80 TO 82.99
C+	77 TO 79.99
C	73 TO 76.99
C-	70 TO 72.99

NOTE: ALL DUE DATES ARE LISTED ON THE SYLLABUS. THERE WILL BE A REDUCTION OF 10% IN POINTS FOR EACH CALENDAR DAY AN ASSIGNMENT IS LATE.

Course Policies:

1. INCOMPLETES AND MAKE-UP EXAMS: Make-up assignments will be given only in cases of extreme and verifiable hardship. An unauthorized incomplete will be deemed as a failure to complete the course work and a grade of "F" will be entered.

Consult the instructor if you are having problems impacting on the likelihood of success in this course.

2. EXTRA CREDIT: There are no extra credit assignments or tasks unless listed in the syllabus. No rewrites of previously evaluated material are usually accepted.

3. PLAGIARISM AND CHEATING: Plagiarism is the presentation of another's work as your own. Plagiarism and other forms of cheating are not only illegal but unacceptable in this class. Verified plagiarism or other forms of cheating will result in a grade of "F" for the exam or assignment.

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. Failure of a required social work course will result in automatic dismissal from the social work program. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings.

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Normally, simply including a literature citation in your list of reference is insufficient. Rather, you must specifically acknowledge a source each time you use the source, paragraph by paragraph, even sentence by sentence as necessary. See the Publication Manual of the American Psychological Association (5th Edition) for guidelines for in-text references.

4. STUDENTS WITH SPECIAL NEEDS: Any student who may need special arrangements or accommodation to meet the requirements of this course is encouraged to contact Pamela King, Director, Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations should be sought as quickly as possible in the course and are the responsibility of the student to pursue.

5. STUDENT CONDUCT: Students are expected to conduct themselves as professionals. Attendance is expected for all classes. Each class is essential to building your skill as a practitioner and covers some material not covered in other class periods. Students who are absent are responsible for material covered during missed classes and should notify the instructor prior to the missed class if feasible. Please do not do side conversations unrelated to lecture topic. It is very distracting. Please do not sleep or put your head in your arms during class discussion or lecture.

6. STUDENT CONDUCT: Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own.

7. COURSE EVALUATION: Consistent with the School's academic policy, a *formal* evaluation of the course and its instructor will be completed at the end of the course. In

addition, the instructor may periodically assess how the course is accomplishing the course goals during the semester.

8. APPOINTMENTS, OFFICE LOCATION, TELEPHONE NUMBER, E-MAIL ADDRESS:

My office hours are from 3 – 5:30 pm on Tuesdays and Thursdays. The best way to ensure that you will meet with me, even during office hours, is by making an appointment. My office is located in Room 4115. My office phone number is 278-0212. My e-mail address is jgdaley@iupui.edu. Please note that an e-mail message on OnCourse is NOT directly linked to an e-mail message on the IUPUI system for students, though the instructor has set up a direct forwarding of OnCourse e-mail to his e-mail for IUPUI.

Scoring Sheet for Team Presentation:

	MAX	SCORE
1. Did powerpoint presentation with complete handout	<u> 3 </u>	<u> </u>
2. Described effective treatments for diagnostic category	<u> 5 </u>	<u> </u>
3. Described psychosocial issues inherent in issue	<u> 5 </u>	<u> </u>
4. Described strengths-discovery focus for issue	<u> 5 </u>	<u> </u>
5. Worked together as team in presentation process	<u> 1 </u>	<u> </u>
6. Kept within 30 minutes for presentation	<u> 1 </u>	<u> </u>
TOTAL	<u> 20 </u>	<u> </u>

Comments: