

**I. Instructor:**

**Indiana University  
Graduate School of Social Work**

**S682 – Assessment in Mental Health and Addictions  
(Formerly, S600—Application of DSM IV)**

**Section R38  
August 23, 200  
Room ES2127  
Saturdays, 1 p.m.-3:40 p.m.**

**Madelaine Pinkus Rohn., Ph.D., LCSW  
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**The following description and course objectives, II and III, are an official statement issued in regard to this course by the faculty of the Graduate School of Social Work:**

**II. Course Rationale 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.

**III. 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.

**The following course description and course objectives have been outlined by Dr. Pinkus Rohn:**

## **II. Course Description:**

This course is designed to increase the students' knowledge base in the area of psychotherapy; to understand the variance in human adaptation in terms of etiology, symptoms, and treatment approaches. The psychodiagnostic process will be explored with a focus on enhancing students' abilities to recognize and classify the major mental disorders for purposes of collaborating with other professionals, developing goals and interventive strategies, and evaluation.

- A. Overview of models of psychopathology.
- B. Discussion of the mental status examination. The mental status examination will be described in terms of its content and its utility in assessment, treatment planning, and consultation and collaboration with other professionals.
- C. Review of the major mental disorders will be covered in relation to:
  1. Major theoretical perspectives for each disorder.
  2. The mental status examination
  3. The features and diagnostic criteria for each disorder
  4. Associated relevant information regarding age, sex, predisposing factors including economic strata, racial background, familial patterns, psychosocial stressors, and course of development.
  5. Interventive strategies for each of the mental disorders including individual, family, and group practice.

## **III. Course Objectives:**

- A. To develop a basic understanding of psychopathology and its impact on the Social Worker's role in various settings.
- B. To learn to organize behaviors systematically using the DSM IV for observation, study and treatment.
- C. To explore various theories regarding the etiology of each of the disorders discussed;
- D. To become aware of a range of therapeutic interventions applicable to the diagnostic categories discussed, as well as basic therapeutic interventions applicable to all clients regardless of diagnosis.

#### **IV. Content Outline and Readings**

<b>August 23</b>	First meeting of class; introductions (teacher and students); assignments (the bus ride; the paper; team presentations); expectations (attendance and participation). A basic review of therapeutic treatment of any client regardless of diagnosis. Diversity issues.
<b>August 30</b>	Clinical practice and treatment of clients. <ul style="list-style-type: none"> <li>A. It's not about you.</li> <li>B. The client from hell.</li> <li>C. Blowing off steam; tears; undercutting; splitting; you can trust me; silences; attire (religious medallions, political buttons); touching (hugs); gossip (name calling, i.e. borderline); self-disclosure (displaying credentials, family pictures, client pictures, gifts from clients); confidentiality; defensiveness; greeting your client in the presence of others; beginning therapy on the way down the hall; use of language; asking questions you don't need to know (curiosity); cutting a client off from telling a story you've already heard (news bulletin, etc.); diagnosing people and making judgments regarding people not in the room; judgment versus acceptance; unconditional respect regardless of countertransferential homicidal impulses and disgust.</li> </ul>
<b>September 6</b>	Guest lecturer: Carole Maguire, LCSW. She will discuss organic mental disorders (Substance Abuse).
<b>September 13</b>	Addiction focus continued – Carole Maguire, LCSW, guest lecturer.
<b>September 20</b>	Guest lecturer: Dr. Alan Schmetzer, psychiatrist; Medical Director of Indiana Division of Mental Health and

Addictions; Assistant Chairman for Education at the Department of Psychiatry at Indiana University School of Medicine; Psychiatry Board Member on the Social Worker Marriage and Family Therapist and Mental Health Counselor Board. He will discuss DSM-IV; diagnostic codes; mental status examinations; and use of medications.

**September 27**

Guest lecturer: Dr. Paul Frederickson, clinical and forensic psychologist; consultant to the Indiana Methodist Children's Home; consultant and expert witness for various criminal defense attorneys. He will discuss psychological examinations and the value of a team approach to diagnosis and treatment.

Or Leah Cody, LCSW, Crisis Clinician at Midtown Mental Health Crisis Unit. She will discuss diagnosis under crisis circumstances and how the DSM-IV is used.

**October 4**

**Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence (Autism, ADD, ADHD, Asperger's, Oppositional Defiant Disorder, Attachment Disorder).**

**October 11**

**Schizophrenia and Other Psychotic Disorders.**

**October 18**

**Mood Disorders (Depression and Bipolar).**

**October 25**

**Anxiety Disorders (Panic Attacks, Phobia).**

**November 1**

**Anxiety Disorders (Obsessive-Compulsive and Post Traumatic Stress).**

**November 8**

**Dissociative Disorders (Dissociative Identity and Depersonalization).**

**November 15**

**Eating Disorders ( Anorexia Nervosa and Bulimia Nervosa).**

**November 22**

**Adjustment Disorders.**

**November 29**

**no class – Thanksgiving**

**December 6**

**Personality Disorders (Borderline, Narcissistic, Anti-Social, Schizoid and Avoidant Personality Disorder).**

**December 13**

**Final exam**

**V. Required Textbooks (see if you can borrow any of these three. They have not been ordered).**

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

Dziegielewska, S (2002). *DSM-IV-TR in Action*. New York, New York: John Wiley & Sons, Inc.

Fauman, M. (2002). *Study Guide to DSM-IV-TR*. Ann Arbor, Michigan: American Psychiatric Publishing, Inc.

**Required Reading:**

Cole, Trena. (2002) *Charred Souls: A Story of Recreational Child Abuse*. Indianapolis, Indiana: Oberpark Publishing, Inc.

Rubin, Lillian B. (2003) *The Man with the Beautiful Voice: And More Stories from the Other Side of the Couch*. Boston, Massachusetts. Beacon Press.

**VI. Assignments:**

- A. Bus Ride – a new experience. A one-page report is required and due by October, 25.
- B. Each student is required to participate in a group presentation regarding the diagnostic category they are assigned. This should include: Types of medication usually prescribed (if any), as well as treatment approaches. A film illustrating a character reflecting your diagnostic category. A bibliography is required.
- C. A final paper is to be submitted to the instructor by December 6. This paper is to be no longer than 10 pages. The assignment is as follows:
  1. Develop a diagnostic evaluation for a character (your choice) from a fairy tale, movie or play.
  2. Discuss how your diagnosis integrates with your treatment modality, and how you would operationalize your approach with your character.
  3. A bibliography is required.
- D. There will be various readings, class discussions and student presentations. Students are responsible for their own learning, as well as providing the instructor with feedback regarding concerns of problems as soon as they develop.
- E. Final examination.

**VII. Evaluation and Grading:**

- A. 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.
  
- B. Grading criteria for papers. Effective practice of Social Work requires good writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, the final paper and the bus ride paper will be evaluated both for the content and ideas present, as well as the clarity of the presentation.
  - 1. Presentation and appearance.
    - a. Neatness
    - b. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.
    - c. Spelling
    - d. Punctuation
    - e. Correct use of American Psychological Association style.
  
  - 2. Organization
    - a. Structure and format of the paper.
    - b. Logical sequencing and continuity of ideas.
    - c. Clarity of expression.
    - d. Conciseness.
  
  - 3. Content
    - a. Completeness of each part of the paper.
    - b. Selection of references.
    - c. Use of references within the body of the paper so as to avoid any appearance of plagiarism.
    - d. Specificity of discussion.

The paper should be typed double-spaced and include a bibliography.

The final course grade will be based upon:

Group presentation.....	200 points
The Bus Ride .....	200 points
Final Paper .....	300 points
Final Exam.....	1,000 points
Class participation and attendance .....	300 points
Total .....	2,000 points

- A= 1,700-2,000
- B= 1,400-1699
- C= 1,200-1399
- D=1,000-1,199
- F= 999 and below

## VIII. Course Policies:

- A. **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.
- B. **INSTRUCTOR'S RESPONSIBILITIES:**
  - 1. Facilitate an environment conducive for the adult learner.
  - 2. Design weekly lectures
  - 3. Read and provide feedback on written material submitted.
- C. **STUDENT'S RESPONSIBILITIES:**
  - 1. Attend and actively participate in class sessions.
  - 2. Respect your fellow students by being open and attentive to their ideas and opinions. Share your learnings, thoughts, and values with the class.
  - 3. Complete readings and papers as assigned.
- D. **PLAGIARISM AND CHEATING:** Any student caught plagiarizing or cheating will fail the class and, by extension, be expelled from school.
- E. **STUDENTS WITH SPECIAL NEEDS:** Please contact the instructor, who can be reached by leaving a message at (317) 844-9907, extension 3.