

WAYNE STATE
UNIVERSITY

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 8991: Advanced Special Topics in Social Work (1 Credit)

I. COURSE DOMAIN AND BOUNDARIES

This is a one credit course open to MSW graduates or current graduate students in the School of Social Work who have completed all Core year requirements and who have taken SW 8510 and/or SW 8520 or who are taking one of the three advanced year HBSE/Practice tracks concurrently.

This course will provide the student with an overview of the DSM-IV taxonomic system and offer guidelines for the use of this diagnostic system in the assessment of mental disorders. The history and development of the Diagnostic and Statistical Manual of Mental Disorders will be reviewed. Other diagnostic systems used by social workers will be described and limitations of the DSM will be examined.

Students will become familiar with the multiaxial system and develop proficiency in the use of the five axes in social work diagnosis and labeling. They will gain an understanding of the organization of the disorders listed in the DSM-IV and the rationale for their inclusion. The impact of diversity, i.e., race, gender, culture, SES, ability, religion and geography on diagnosis will be examined.

II. KNOWLEDGE AND SKILL OBJECTIVES

By the end of the semester, students will demonstrate knowledge of:

- A. The rationale for classification of mental disorders;
- B. The history and organization of the diagnostic and statistical manual;
- C. The atheoretical perspective of the DSM;
- D. Critiques (psychodynamic, feminist, family systems schools) of the DSM and other perspectives on classification, e.g., PIE;
- E. The multiaxial system;
- F. The impact of culture on diagnosis;
- G. Ethical and legal aspects of diagnosis.

By the end of the course students will demonstrate skill in:

- A. The use of the DSM-IV diagnostic system;
- B. The application of case material to the five axes of the DSM.

III. PERFORMANCE CRITERIA

Students will be expected to demonstrate their progress in basic comprehension and integration of the course material through class attendance, class participation, and through assigned papers.

IV. COURSE TEXT

The required text for this course is:

Diagnostic and statistical manual of mental disorders (4th Ed.) T-R. (2000). Washington, D. C.: American Psychiatric Association.

Karls, J. M. & Wandrei, K. E. (1998). *Person-in environment system: The PIE classification system for social functioning problems*. Washington, DC: National Association of Social Workers. Chapters 1, and 2 only.

Recommended texts:

Munson, C. E. (2000). *The mental health diagnostic desk reference*. New York: The Haworth Press.

V. COURSE ORGANIZATION

This course will familiarize the student with the diagnostic classification system used in the current mental health delivery system. A brief history of classification will be presented along with the limitations of diagnostic systems and the influence of culture on diagnosis. Students will gain some familiarity with an alternative classification system and its use in social work practice. The organization of the DSM-IV and the multiaxial system will be the major focus of the course. Students will develop skill in the application of client assessment data to the five axes of the DSM.

VI. ROLE AND RESPONSIBILITIES OF THE STUDENT

See the University Statement of Obligation of Students and Faculty members of the teaching-learning process. Students are expected to attend all classes scheduled for the regular classroom and to be punctual in arriving at class on time.

VII. COURSE CONTENT

This is a tentative schedule of instruction offered to aid the student in planning for readings and assignments in this course. The instructor reserves the right to make alterations as dictated by the combined needs of the instructor and students.

Section 1: Introduction and Orientation

Course overview, expectations and assignments.

Section 2: History and Overview of Classification in Mental Health

Causation and classification; Current views/approaches to classification. Atheoretical perspective of the DSM.

Readings: DSM-IV Introduction,
Munson Chapters 1 (Introduction), 2 (The Historic Heritage
of Classification).
Other optional readings may be assigned.

Section 3: Organization of the DSM and the Multiaxial System
Categories of Disorders; Diagnostic Codes; Diagnostic Criteria and
Severity. The five Axes of the DSM. Psychosocial Assessments.

Readings: DSM-IV, pps. 1-37
Munson, Chapters 3 (Organization of the DSM-IV), 4 (The
Multiaxial System).
Other readings as assigned in class

**Section 4: Axis I Disorders: Infancy, Childhood, Adolescent, and Adult.
Application of the Multiaxial System.**

Fundamental Features of Disorders; Subtypes and Specifiers; Differential
Diagnosis. Data gathering via observation and interviewing. Analysis of
client case data and application to the five axes.

Readings: DSM-IV, pps 39-134 (selected pages), 135-683 (selected
pages) Students choose to read 2 chapters on Axis I
disorders.

Munson, Chapter 5 (Disorders Usually First Diagnosed in
Infancy, Childhood, or Adolescence, Chapter 6-21
(selected pages) Students read about their choice of 2
different Axis I disorders.
Optional readings as recommended.

Section 5: V Codes and the PIE System

DSM diagnosis and the influence of life circumstances and relationship issues.
Alternate classification systems. History and development of the social work
classification system. The person-in-environment system.

Readings: Munson, Chapter 21 (Other conditions that may be a focus
of clinical attention)

Karls, J. M. & Wandrei, K. E. (1998). *Person-in-
environment system: The PIE classification system
for social functioning problems*. Washington, DC:
National Association of Social Workers, Chapters 1
(The PIE Perspective: Its Development and
Structure and 2 (application of PIE in Practice
Settings).

Optional readings as recommended.

VIII. ASSIGNMENTS

Students will complete two assignments for this course. The major assignment will involve the completion of a well-developed clinical formulation and a multi-axial diagnosis. Students will be given a detailed outline for this assignment and will be provided with the case study. Students will also complete a PIE diagnosis.

IX. GRADING

Grading will be as follows:

Psychosocial Assessment	65 Points
<u>PIE Analysis</u>	<u>35 Points</u>
Total	100 Points

This is a short class. Papers must be submitted on time. Late papers will lose 10% of the total points possible for that assignment (ex: psychosocial assessment will lose 6.5 points if submitted late).

Final Grades will be assigned as follows:

94 - 100	=	A
90 - 93	=	A-
87 - 89	=	B+
83 - 86	=	B
80 - 82	=	B-
77 - 79	=	C+
0 - 76	=	E

I will be happy to read a draft of your paper and provide feedback one time. If you want me to do this, you must submit the paper for my review at least one week before the due date.

BIBLIOGRAPHY

- Caplan, P. J. & Cosgrove, L. (2004). *Bias in psychiatric diagnosis: How perspectives and politics replace science in mental health*. New York: Jason Aronson, Inc.
- Desk reference to the diagnostic criteria from DSM-IV TR*. (2000). Washington, D. C.: American Psychiatric Association
- Diagnostic and statistical manual of mental disorders* (4th Ed.) T-R. (2000). Washington, D. C.: American Psychiatric Association
- First, M. B., Frances, A., & Pincus, H. A. (Eds.). (2002). *DSM-IV-TR handbook of differential diagnosis*. Washington, D. C.: American Psychiatric Association
- Frances, A. J. & Ross, R. (2001). *DSM-IV-TR case studies: A clinical guide to differential diagnosis*. Washington, D. C.: American Psychiatric Association
- Grohol, J. M. & Zuckerman, E. L. (2003). *The insider's guide to mental health resources online, Revised Edition*. New York: Guilford Press.
- ICD-10: The Icd-10 classification of mental and behavioral disorders: Clinical descriptions and diagnostic guidelines*. (1992). New York: The World Health Organization.
- Karls, J. M. & Wandrei, K. E. (1998). *Person-in environment system: The PIE classification system for social functioning problems*. Washington, DC: National Association of Social Workers.
- Morrison, J. (1995). *The DSM-IV made easy: A clinician's guide to diagnosis*. New York: Guilford Press.
- Morrison, M. R. & Stamps, R. F. (1998). *DSM-IV internet companion*. New York: W.W. Norton.
- Munson, C. E. (2001). *The mental health diagnostic desk reference*. New York: The Haworth Press
- Paniagua, F. A. (2000). *Diagnosis in a multicultural context: A casebook for mental health professionals (Multicultural aspects of counseling)*. London: Sage Publications.
- Prichard, Colin. (2004). *Mental Health Social Work*. Routledge, N.Y.: Routledge.
- Spitzer, R. L., Gibbon, M., Skodol, A. E., & First, M. B. (2001). *DSM-IV TR casebook: A learning companion to the diagnostic and statistical manual of mental disorders (4th Ed. Text Revision)*. Washington, D. C.: American Psychiatric Association
- Turner, F. J. (2002). *Diagnosis in social work: New Imperatives*. New York: Haworth Press.
- Zimmerman, M. (1994). *Interview guide for evaluating DSM-IV psychiatric disorders and the mental status examination*. Washington, D.C.: Psychiatric Products Press.

COURSE OUTLINE

Date	Content	Assignments
11/04/06	Introduction History and Overview	DSM-IV Introduction Munson, 1, 2
	DSM and the Multiaxial system	DSM-IV, pp. 1-37 Munson, 3, 4
11/11/06	Axis I	DSM selected pages read sections on 2 different disorders on Axis I Munson, 5,
	Axis II and cultural issues	Read DSM Personality Disorders, and Appendix I (pp 897-903), Outline for cultural formulation and Glossary of Culture Bound Syndromes
11/18/06	V Codes and the PIE system	DSM,(pp 731-742) Other Conditions that may be a focus of clinical attention.
	Wrap up	Karls, 1,2 Munson, 21

Papers due 2 weeks after class ends: **February 26, 2005**

DSM-IV DIAGNOSTIC FORMULATION PAPER

Select one of the Case Histories provided for you on Blackboard.wayne.edu.

Consider the information provided in the case.

If you like to use the decision trees, use the decision trees to decide on the diagnosis you will place on Axis I.

Make a five Axis Diagnosis.

Support, with specific examples from the case, all of the Axes. You **MUST** include some support for each Axis even if you have no dx on that axis.

Support for a dx is more easily recognized if you use phrasing such as “this is demonstrated by” or “ this is supported by”.

You **MUST** include a differential diagnosis or you will not receive full credit on this assignment.

If you use an Axis I dx on Axis II or an Axis II dx on Axis or misplace any other dx on the wrong Axis, you will not receive full credit for this assignment.

You will not lose points for a dx with which I disagree unless it is not adequately supported.

You will lose points for a dx with which I agree if it is not adequately supported.

You must include a cover page with your paper and it must include the title of the paper, the date of submission the class information and, most importantly, your student number so I will know to whom the grade should be posted. Papers submitted without identifying information will not be graded.

A sample case formulation is available on Blackboard.wayne.edu.

I advise that you check your wsu e-mail daily in case I need to communicate with you through e-mail. You will be held responsible for any message sent by me to your e-mail.

It is your responsibility to make sure that you know how to access your wsu e-mail but I will be happy to help you should you encounter any problems.

P.I.E. case formulation.

Since you will be submitting these assignments together, only one cover page is needed.

Please address all 4 factors and support them with case information. In most cases, each factor will include more than one area so be sure you consider all the options before deciding on the issues within the Factors.

A sample P.I.E. Formulation is available on Blackboard.wayne.edu.