

**UNIVERSITY OF NEVADA LAS VEGAS**  
**SCHOOL OF SOCIAL WORK**  
**SW 747-1003: DSM**  
**Fall 2016**

Time: Thursday - 8:30 a.m. to 11:15 a.m.

Class Location: GUA 3217

Office:

Office Hours:

Phone:

WebCampus: <https://webcampus.unlv.edu>

Email:

**NOTE:** The instructor reserves the right to make changes to syllabus as she deems necessary, to include reading assignments.

**COURSE DESCRIPTION:** The course serves as an introduction to and synopsis of the criteria for the diagnoses in the DSM-5, its use in treatment planning, as well as ethnic and cultural considerations. The course offers a guide to assessment for capturing biopsychosocial data and includes criteria to differentiate among the various mental disorders. Differential diagnoses are introduced along with some common problems in assessment and diagnosis. Case vignettes and video clips are used to assist students in visualizing each mental disorder in the context of the multi-dimensional client. Assessment and diagnosis of mental disorders within an empowerment model of practice is presented. The course provides a critical analysis of the DSM-5. It reviews the limitations of the categorical approach, and critiques its social and political limitations. Controversial and contemporary issues in mental health are discussed including ethical dilemmas and their implications for social work practice.

**COURSE RATIONALE:** DSM-5: Assessment and Diagnosis is a required course offered at the MSW level. The course expands and further augments the basic concepts of social work practice that are presented throughout the social work curriculum by familiarizing students with a major tool in assessment and intervention skill development. It is designed to advance the students' knowledge and skills as it provides an introduction to the theory and practice of assessment and diagnosis using the Diagnostic and Statistical Manual of Mental Disorders and the texts developed to facilitate understanding of this tool.

**PROGRAM COMPETENCIES-** The program competencies for the MSW program flow from the mission, goals, and objectives of the School of SW and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standards (EPAS):  
Competency 1: Demonstrate ethical and professional behavior  
Competency 2: Engage diversity and difference in practice  
Competency 3: Advance human rights and social, economic, and environmental justice  
Competency 4: Engage in practice-informed research and research-informed practice  
Competency 5: Engage in policy practice

- Competency 6: Engage with individuals, families, groups, organizations, and communities
- Competency 7: Assess individuals, families, groups, organizations, and communities
- Competency 8: Intervene with individuals, families, groups, organizations, and communities
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

**COURSE COMPETENCIES AND PRACTICE BEHAVIORS:**

In the direct practice concentration course competencies place an emphasis on Competencies 1 and 7. The course material, instruction, and assignments will allow students the opportunity to achieve the following competencies:

**Competency 1: Demonstrate ethical and professional behavior.**

**Practice behavior:** Use supervision and consultation to guide professional judgment and behavior.

**Measurement:** Participation in class discussions and case assessments.

**Competency 7: Assess individuals, families, groups, organizations, and communities**

**Practice behavior:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Measurement:** Video assignments, weekly tests, in-class case assessments, and final exam.

**Practice behavior:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Measurement:** Video assignments, weekly tests, in-class case assessments, and final exam.

**COURSE OBJECTIVES:**

**Objective 1** Describe the historical background, nature, and purpose of the DSM-5 in contemporary social work practice.

Measure Class discussions

**Objective 2** Apply appropriate ethnic and cultural considerations to effectively utilize diagnostic and assessment procedures for client empowerment and advocacy.

Measure Class discussions, tests, brief assessments, and diagnostic evaluation

**Objective 3** Demonstrate a working knowledge of the DSM and its relevance to SW practice.

Measure Class discussions, tests, brief assessments, and diagnostic evaluation

**Objective 4** Demonstrate diagnostic skill in assessments.

Measure Class discussions, tests, brief assessments, and diagnostic evaluation

**Objective 5** Examine the controversial and contemporary practice, policy, and ethical issues inherent in the DSM-5 and the mental health field.

Measure Class discussions and tests

**PREREQUISITES:** SW 720 and SW 730.

## COURSE REQUIREMENTS AND CRITERIA FOR GRADING:

### **I. Attendance and Participation - 10%**

Active participation is expected in this course and is considered a part of professional behavior, and therefore is always important in professional education. Obviously, participation cannot occur without full attendance in the course. Students are expected to fully prepare for class to include completing all reading and/or outside assignments. **More than two unexcused absences will result in a failing grade.** Although the use of technology makes life more convenient, it also can be a distraction in class, therefore students who text in class will be considered absent. Please put your cell phones away.

### **II. In-class tests: 10 pts each x 12 = 120 pts – 50%**

### **III. Supplemental videos: 10 pts each x 9 = 90 pts – 20%**

Select one from each of the nine groups of assigned videos (total 9) and utilize the DSM-5 to place the client's behavior within the symptom clusters utilizing a brief assessment format. Email to instructor NLT than Sunday evening the week they are assigned.

### **IV. Diagnostic Evaluation– 20%**

Due: Dec 8 in class

#### GRADING SCALE

A	=	100 - 94	C	=	76 - 73
A-	=	93 - 90	C-	=	72 - 70
B+	=	89 - 87	D+	=	69 - 67
B	=	86 - 83	D	=	66 - 63
B-	=	82 - 80	D-	=	62 - 60
C+	=	79 - 77	F	=	< 60

## UNLV POLICIES

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**There is to be no use of laptops, cell phones, or any other audio/visual/electronic technologies by students during class periods without specific approval by the instructor. Also, per NSHE policy, there is to be no audio/videotaping in the classroom without**

## **instructor approval or accommodations determined by the Disability Resource Center.**

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, #702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**PLAGIARISM** - Proper credit must be given to others' ideas. They must be cited within the text (author(s) and page #'s) and in the references on a separate page at the end of the assignment (see Publication Manual of the American Psychological Association, 4<sup>th</sup> edition). Direct quotes must begin and end with quotation marks. Plagiarism will result in a failing grade.

**ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR** - Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class; come prepared; exercise courtesy and respect towards your classmates. You are expected to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality. If you or someone you know requires assistance or counseling, please contact an appropriate agency, or for referral, contact the social work office #702-895-3311, or my office, #702-895-5142.

**Consensual Relationships** – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see <http://hr.unlv.edu/policies/consensual.html>.

**REQUIRED TEXTBOOK:**

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (DSM-5) (5<sup>th</sup> ed.) Arlington, VA: American Psychiatric Publishing, Inc., 2013.

**SUPPLEMENTAL READINGS** (found on WebCampus)

**COURSE SCHEDULE:**

<b>WEEK</b>	<b>DATE</b>	<b>READINGS</b> (Instructor reserves the right to change, however students will be notified of any adjustments)
<b>1</b>	Sept 1	<b>Introductions; Course Overview and Syllabus Review</b> <b>DSM-5: Overview &amp; History</b> <b>Why Diagnose?</b> <b>Readings:</b> <ul style="list-style-type: none"><li>• Text:<ul style="list-style-type: none"><li>○ <b>DSM-5</b>, Highlights of Changes from DSM-IV to DSM-5, pp. 809 - 816</li></ul></li><li>• Supplemental:<ul style="list-style-type: none"><li>○ Cooper, R. (2015). Must disorders cause harm? The changing stance of the DSM.</li><li>○ Understanding ICD-10-CM and DSM-5: A quick guide for psychiatrists and other mental health clinicians. American Psychiatric Association.</li></ul></li></ul> <b>Video:</b> <ul style="list-style-type: none"><li>• Just breathe <a href="http://www.socialjusticesolutions.org/2015/05/26/just-breathe-kids-video-explain-calm-brain/">http://www.socialjusticesolutions.org/2015/05/26/just-breathe-kids-video-explain-calm-brain/</a></li></ul> <b>Speaker:</b> Dr. Allison Werlinger
<b>2</b>	Sep 8	<b>Neurodevelopmental Disorders</b> (Intellectual Disabilities, Autism Spectrum Disorder, ADD/ADHD) <b>Introduction to DC: 0 – 3R</b> (Diagnostic Classification of Mental Health) <b>Readings:</b> <ul style="list-style-type: none"><li>• Text:<ul style="list-style-type: none"><li>○ <b>DSM-5</b>, Neurodevelopmental Disorders, pp. 31 – 86.</li></ul></li><li>• Supplemental Reading<ul style="list-style-type: none"><li>○ Hallowell, E.M. &amp; Ratey, J.J. <i>Delivered from Distraction</i> – Chapt 1 <a href="http://www.npr.org/templates/story/story.php?storyId=4749307">http://www.npr.org/templates/story/story.php?storyId=4749307</a></li><li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press<ul style="list-style-type: none"><li>▪ Chapt 13, Neurodevelopmental &amp; disruptive Dos</li></ul></li><li>○ Attention deficit disorder: Old questions, new answers. <i>Harvard</i></li></ul></li></ul>

		<p><i>Mental Health Letter</i> [Feb 2006]</p> <ul style="list-style-type: none"> <li>○ Recognizing and managing ADHD in adults. <i>Harvard Mental Health Letter</i> [Nov 2009]</li> <li>○ Autism spectrum disorders revisited. <i>Harvard Mental Health Letter</i> [Oct 2011]</li> </ul> <p><b>Test: # 1</b></p>
3	Sep 15	<p><b>Schizophrenia Spectrum and Other Psychotic Disorders</b> (Delusional Disorder, Schizoaffective, Schizophreniform, Schizophrenia)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Schizophrenia Spectrum &amp; Other Psychotic D/o, pp. 87 – 123.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press <ul style="list-style-type: none"> <li>▪ Chapt 8, Schizophrenia Spectrum</li> </ul> </li> <li>○ Understanding the risks of antipsychotic treatment in young people. <i>Harvard Mental Health Letter</i> [Mar 2009]</li> </ul> </li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Schizophrenia <ul style="list-style-type: none"> <li>○ Adult schizophrenia <ul style="list-style-type: none"> <li>○ Schizophrenic on a bad day <a href="https://www.youtube.com/watch?v=5LCtV1_TgiM">https://www.youtube.com/watch?v=5LCtV1_TgiM</a></li> <li>○ My journey with schizoaffective disorder <a href="https://www.youtube.com/watch?v=KIfw-ljOQGg">https://www.youtube.com/watch?v=KIfw-ljOQGg</a></li> </ul> </li> <li>○ Childhood schizophrenia <ul style="list-style-type: none"> <li>○ Meet "Seven"   Born Schizophrenic <a href="https://www.youtube.com/watch?v=_vYQ6pbJt2k">https://www.youtube.com/watch?v=_vYQ6pbJt2k</a></li> </ul> </li> </ul> </li> <li>• Schizophrenic Kids <a href="https://www.youtube.com/watch?v=PVHNGZ0Omx0">https://www.youtube.com/watch?v=PVHNGZ0Omx0</a></li> </ul> <p><b>Assignment 1:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 3</b> <a href="http://unlv.kanopystreaming.com/node/118303">http://unlv.kanopystreaming.com/node/118303</a> <ul style="list-style-type: none"> <li>○ Schizophrenia and Other Psychotic Disorders</li> <li>○ Schizophrenia (with delusions, disorganized speech of derailment type, and negative symptoms of diminished emotional expression)</li> <li>○ Delusional Disorder – Mixed Subtype</li> <li>○ Delusional Disorder – Persecutory Subtype</li> <li>○ Delusional Disorder – Somatic Subtype</li> <li>○ Delusional Disorder – Erotomanic Subtype</li> <li>○ Delusional Disorder – Jealous Subtype</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Brief Psychotic Disorder</li> </ul> <p><b>Test: # 2</b></p> <p><b>Extra credit:</b></p> <ul style="list-style-type: none"> <li>• Submit a response paper to the video <i>Schizophrenia: Stolen minds, Stolen lives</i>  <a href="http://youtu.be/Rv0b1unxUpM">http://youtu.be/Rv0b1unxUpM</a></li> </ul>
4	Sep 22	<p><b>Depressive Disorders</b> (Disruptive Mood Dysregulation, Major Depression, Persistent Depressive Mood Disorder, Premenstrual Dysphoria)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Depressive Disorders, pp. 155 – 188.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press <ul style="list-style-type: none"> <li>▪ Chapt 10, Depressive disorders</li> </ul> </li> <li>○ Antidepressants and suicide. <i>Harvard Mental Health Letter</i> [Jul 2007]</li> <li>○ Recognizing depression in men. <i>Harvard Mental Health Letter</i> [Jun 2011]</li> <li>○ Wakefield, J.C. (2015). <i>The loss of grief: Science and pseudoscience in the debate over DSM-5's elimination of the bereavement exclusion.</i></li> </ul> </li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Depression The Misunderstood Epidemic  <a href="https://www.youtube.com/watch?v=5cpzIN1Sf9E">https://www.youtube.com/watch?v=5cpzIN1Sf9E</a></li> <li>• Rethinking How We Understand and Treat Depression: Charles Raison at TEDxTucsonSalon  <a href="https://www.youtube.com/watch?v=hDvAsp3ySEo">https://www.youtube.com/watch?v=hDvAsp3ySEo</a></li> </ul> <p><b>Assignment 2:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 4</b>  <a href="http://unlv.kanopystreaming.com/node/118305">http://unlv.kanopystreaming.com/node/118305</a> <ul style="list-style-type: none"> <li>○ Major Depressive Disorder with Anxious Distress</li> <li>○ Major Depressive Disorder with Melancholic Features</li> <li>○ Major Depressive Disorder with Peripartum Onset</li> <li>○ Major Depressive Disorder with Seasonal Pattern</li> </ul> </li> </ul> <p><b>Test: #3</b></p> <p><b>Extra credit:</b></p>



		<ul style="list-style-type: none"> <li>• Watch the video <i>The Truth About Depression</i> and write a response paper <a href="https://www.youtube.com/watch?v=hNRjFz0oH6o">https://www.youtube.com/watch?v=hNRjFz0oH6o</a></li> </ul>
5	Sep 29	<p><b>Bipolar Disorders</b> (Bipolar I, Bipolar II, Cyclothymia)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Bipolar &amp; Related Disorders, pp. 123 – 155</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press <ul style="list-style-type: none"> <li>▪ Chapt 9, Bipolar disorder</li> </ul> </li> <li>○ Bipolar disorder in children. <i>Harvard Mental Health Letter</i> [May 2007]</li> </ul> </li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• TEDxTerryTalks - Laura Bain - Living with Bipolar Type II <a href="https://www.youtube.com/watch?v=8Ki9dgG3P5M">https://www.youtube.com/watch?v=8Ki9dgG3P5M</a></li> </ul> <p><b>Speaker:</b> Dr. Howard Roitman</p> <p><b>Test: # 4</b></p> <p><b>Assignment 3:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 4</b> <a href="http://unlv.kanopystreaming.com/node/118305">http://unlv.kanopystreaming.com/node/118305</a> <ul style="list-style-type: none"> <li>○ Bipolar I Disorder with Mood-Congruent Psychotic Features</li> <li>○ Bipolar I Disorder with Mood-Congruent Psychotic Features After Treatment</li> </ul> </li> </ul>
6	Oct 6	<p><b>Anxiety Disorders</b> (Separation Anxiety, Specific Phobia, Social Anxiety, Panic, Agoraphobia)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Anxiety Disorders, pp. 189 – 233.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press <ul style="list-style-type: none"> <li>▪ Chapt 11, Anxiety, trauma &amp; obsessive compulsive</li> </ul> </li> <li>○ Benzodiazepines (and the alternatives). <i>Harvard Mental Health Letter</i> [Dec 2005]</li> <li>○ Generalized anxiety disorder. <i>Harvard Mental Health Letter</i> [Jun 2011]</li> <li>○ Treating social anxiety disorder. <i>Harvard Mental Health Letter</i> [Mar 2010]</li> </ul> </li> </ul> <p><b>Assignment 4:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the</p>

		<p>client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 5</b>  <a href="http://unlv.kanopystreaming.com/node/119377">http://unlv.kanopystreaming.com/node/119377</a> <ul style="list-style-type: none"> <li>○ Generalized Anxiety Disorder</li> <li>○ Panic Disorder</li> <li>○ Agoraphobia</li> <li>○ Nonadherence to Medical Treatment V652 Malingering</li> </ul> </li> </ul> <p><b>Test: #5</b></p>
7	Oct 13	<p><b>Trauma &amp; Stressor-Related Disorders</b>  (Reactive-Attachment, Disinhibited Social Engagement, PTSD, Acute Stress, Adjustment Disorders, Dissociative Disorders)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Trauma &amp; Stressor-Related Disorders, pp. 265 – 290.</li> <li>○ <b>DSM-5</b>, Dissociative Disorders, pp. 291 – 307.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Rethinking posttraumatic stress disorder. <i>Harvard Mental Health Letter</i> [Aug 2007]</li> </ul> </li> <li>• War in Afghanistan - NBC  <a href="https://www.youtube.com/watch?v=05bnplpTSq8">https://www.youtube.com/watch?v=05bnplpTSq8</a></li> <li>• Facing Trauma- A Rape Victim's Scars  <a href="https://www.youtube.com/watch?v=xiWP3Zu0p8g">https://www.youtube.com/watch?v=xiWP3Zu0p8g</a>  <a href="https://www.youtube.com/watch?v=1LIJxwDAxrc">https://www.youtube.com/watch?v=1LIJxwDAxrc</a></li> </ul> <p><b>Audio:</b></p> <ul style="list-style-type: none"> <li>• Beth Hafling - DID  <a href="http://www.npr.org/sections/talk/2007/10/a_chorus_in_her_head_1.html">http://www.npr.org/sections/talk/2007/10/a_chorus_in_her_head_1.html</a></li> </ul> <p><b>Speaker: Megan Adams, LCSW, VA</b></p> <p><b>Assignment 5:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 1</b>  <a href="http://unlv.kanopystreaming.com/node/117385">http://unlv.kanopystreaming.com/node/117385</a> <ul style="list-style-type: none"> <li>○ PTSD Combat Veteran</li> <li>○ PTSD Sexual Assault</li> <li>○ PTSD Car Accident</li> <li>○ Adjustment Anxiety Disorder</li> <li>○ Dissociative Amnesia without Dissociative Fugue (With</li> </ul> </li> </ul>

		<p>localized or selective amnesia as opposed to general amnesia)</p> <p><b>Test: # 6</b></p>
8	Oct 20	<p><b>Obsessive-Compulsive &amp; Related Disorders</b> (OCD, Body Dysmorphic Disorder, Hoarding)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Obsessive-Compulsive &amp; Related Disorders, pp. 235 - 264.</li> <li>○ <b>DSM-5</b>, Gambling, p. 585.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Moutaud, B. (2015). DSM-5 and the reconceptualization of obsessive-compulsive disorder.</li> </ul> </li> </ul> <p><b>Assignment 6:</b> Utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 5</b>  <a href="http://unlv.kanopystreaming.com/node/119377">http://unlv.kanopystreaming.com/node/119377</a> <ul style="list-style-type: none"> <li>○ Body Dysmorphic Disorder</li> </ul> </li> </ul> <p><b>Test: # 7</b></p>
9	Oct 27	<p><b>Feeding &amp; Eating Disorders</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Feeding &amp; Eating Disorders, pp. 329 – 354.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press <ul style="list-style-type: none"> <li>▪ Chapt 12, Substance use, eating, &amp;&amp; sexual disorders</li> </ul> </li> <li>○ Trosciaro, E. (2010). Portrait of a hunger artist. <i>Psychology Today</i>, 43(2), 88-95.</li> <li>○ Treating anorexia nervosa. <i>Harvard Mental Health Letter</i> [Aug 2009]</li> </ul> </li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• EDNOS <a href="http://www.unlv.edu/urbanaffairs/advising/contact">http://www.unlv.edu/urbanaffairs/advising/contact</a></li> </ul> <p><b>Test: #8</b></p>
10	Nov 3	<p><b>Disruptive, Impulse-Control &amp; Conduct Disorders</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text:</li> </ul>

		<ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Disruptive, Impulse-Control &amp; Conduct Disorders, pp. 461 – 480.</li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Options for managing conduct disorder. <i>Harvard Mental Health Letter</i> [Mar 2011]</li> </ul> </li> </ul> <p><b>Video:</b></p> <ul style="list-style-type: none"> <li>• Conduct Disorder (Beth Thomas)  <a href="https://www.youtube.com/watch?v=szcsT3pOuBw">https://www.youtube.com/watch?v=szcsT3pOuBw</a></li> </ul> <p><b>Assignment 7:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client’s behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Child &amp; Adolescent Series, Vol. 2</b>  <a href="http://unlv.kanopystreaming.com/node/118555">http://unlv.kanopystreaming.com/node/118555</a> <ul style="list-style-type: none"> <li>○ Conduct Disorder - Adolescent-Onset Type</li> <li>○ Disruptive Mood Dysregulation Disorder</li> <li>○ Oppositional Defiant Disorder</li> <li>○ Posttraumatic Stress Disorder B-1</li> <li>○ Separation Anxiety Disorder</li> </ul> </li> </ul> <p><b>Test: # 9</b></p>
11	Nov 10	<p><b>Substance-related and Addictive Disorders</b>  <b>Gambling</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Substance-related and Addictive Disorders, pp. 481 – 585</li> <li>○ <b>DSM-5</b>, Gambling, pp. 585 – 589</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ How addiction hijacks the brain. <i>Harvard Mental Health Letter</i> [Jul 2011]</li> <li>○ Painkillers fuel growth in drug addiction. <i>Harvard Mental Health Letter</i> [Jan 2011]</li> </ul> </li> </ul> <p><b>Assignment 8:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client’s behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Substance-Related and Addictive Disorders Series, Vol. 2</b>  <a href="http://unlv.kanopystreaming.com/node/118597">http://unlv.kanopystreaming.com/node/118597</a> <ul style="list-style-type: none"> <li>○ Alcohol Use Disorder</li> <li>○ Opioid Use Disorder, moderate</li> <li>○ Opioid Use Disorder, severe</li> <li>○ Stimulant Use Disorder, moderate, cocaine</li> <li>○ Stimulant Use Disorder, A, severe, cocaine</li> <li>○ Stimulant Use Disorder - B, severe, cocaine</li> </ul> </li> </ul>

		<p><b>Speaker:</b> Dr. Dan Shiode, Las Vegas Recovery Center</p> <p><b>Test: # 10</b></p>
<b>12</b>	Nov 17	<p><b>Neurocognitive Disorders</b> (Delirium, Dementia, Alzheimer's)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Neurocognitive Disorders, pp. 591 – 643.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ New diagnostic criteria for Alzheimer's disease. <i>Harvard Mental Health Letter</i> [Aug 2011]</li> <li>○ Dementia syndromes in the elderly. <i>Harvard Mental Health Letter</i> [Jul 2010]</li> </ul> </li> </ul> <p><b>Speaker:</b> Samuel J. Hickson, LSW, MSSA Cleveland Clinic</p> <p><b>Test: # 11</b></p>
<b>13</b>	Nov 24	<b>Thanksgiving Recess</b>
<b>14</b>	Dec 1	<p><b>Personality Disorders</b> (Paranoid, Schizoid, Shizotypal, Antisocial, Borderline, Histrionic, Narcissitic, Avoidant, Dependent, Obsessive-Compulsive)</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Text: <ul style="list-style-type: none"> <li>○ <b>DSM-5</b>, Personality Disorders, pp. 645 - 705.</li> </ul> </li> <li>• Supplemental Reading <ul style="list-style-type: none"> <li>○ Paris, J. (2015). <i>The intelligent clinician's guide to the DSM-5</i> (2<sup>nd</sup> Ed). Cary, NC: Oxford University Press</li> </ul> </li> </ul> <p><b>Test #12</b></p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Border _ : A compassionate documentary on Borderline Personality Disorder (BPD) <a href="https://www.youtube.com/watch?v=Ik14GjQHPz4">https://www.youtube.com/watch?v=Ik14GjQHPz4</a></li> </ul> <p><b>Assignment 9:</b> Select <u>one</u> of the videos and utilize the DSM-5 to place the client's behavior within the symptom clusters.</p> <ul style="list-style-type: none"> <li>• <b>DSM 5 Guided Collection, Vol. 7</b> <ul style="list-style-type: none"> <li>○ <a href="http://unlv.kanopystreaming.com/video/icd-10-guided-collection-vol-6">http://unlv.kanopystreaming.com/video/icd-10-guided-collection-vol-6</a></li> <li>○ Histrionic Personality Disorder Version 1</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Histrionic Personality Disorder Version 2</li> <li>○ Narcissistic Personality Disorder</li> <li>○ Schizoid Personality Disorder</li> <li>○ Schizotypal Personality Disorder</li> </ul>
<b>15</b>	Dec 8	<b>Final Exam: Diagnostic evaluation</b>  <b>Due:</b> <ul style="list-style-type: none"> <li>• Extra credit</li> </ul>
<b>16</b>	Dec 15	<b>No class!!</b>

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