



UNIVERSITY OF TEXAS AT EL PASO

Department of Social Work

SOWK 3350

Diagnostic Systems for Generalist Social Work

Instructor: Irene Arlette Werthmann, LCSW-S

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Messages Preferred)

Term: Fall 2020

Email: iwerthmann@utep.edu

Meeting Time:

Office hours: HSSN 431 (by appt. or via
zoom)

Classroom: None at this time will meet via Zoom

I. COURSE DESCRIPTION

Survey of the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association with an emphasis on preparation of BSW students for licensure examinations. Ethical issues associated with use of classification systems will be presented within the context of alternative interpretation of human behaviors from diverse cultural perspectives.

II. COURSE OBJECTIVES

Upon completion of this course students will demonstrate:

Knowledge: Students will

- Be familiar with a basic historical perspective of mental health issues and the impact of public policy on mental health.
- Understand the importance and become familiar with the application of evidence-based practice.
- Understand the importance of the person-in-environment approach in the assessment and intervention process.
- Be familiar with clinical assessment including various assessment techniques available such as clinical interviews, psychological testing, behavior rating scales, and physiological measures.
- Be familiar with a number of major psychiatric and behavioral disorders in the DSM-5.
- Be familiar with evidence-based practice assessment and intervention techniques.
- Be familiar with local and state mental health resources and ethical dilemmas on the border region.

Values: Students will

- Recognize the importance of respect for individuality.

- Develop an appreciation for human diversity and the multidimensional aspects of mental health problems.
- Validate the need for services for populations at risk.
- Recognize the validity and reliability of evidence-based practice
- Deepen the commitment to the NASW Code of Ethics.

Skills: Students will

- Learn to use critical appraisal in approaching mental health issues.
- Apply knowledge of person-in-environment approach to social work practice.
- Develop a beginning ability to understand the use of the DSM-5 as part of an interdisciplinary team that includes psychiatrists, clinical psychologists, and clinical social workers.
- Become familiar with effective evidence-based practice in assessments and interventions.
- Apply knowledge of psychosocial phenomena described in major disorders to professional practice.
- Learn techniques to promote personal mental health in professional practice.

V. GRADING

Grading is based on the following scale:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

III. REQUIRED TEXTBOOKS/VIDEOS/OBSERVATIONS

Corcoran, Jacqueline and Walsh, Joseph. Mental Health in Social Work: A Casebook on Diagnosis and Strengths-Based Assessment, Second Edition. Pearson Publishing Company, Boston, 2015.

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders DSM 5*. Fifth Edition (Paperback) Washington D.C: American Psychiatric Association. Note: Pocket Guide version.

Additional handouts/readings/videos may be provided by the Professor via announcement in Black Board.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system and Zoom at regularly scheduled zoom time.. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. We will be meeting at our regularly scheduled class time via Zoom. You will be expected to contribute to discussion, participate in group activities and therapeutic simulations. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Zoom Class Time:** We will be meeting via zoom. Please be on time for the virtual class. Zoom link will be reoccurring for each class. Please let the instructor know when or if you will not be able to attend class.
- **Office Hours:** I have arranged to have office hours on campus as well as virtual hours for your questions and comments about the course. My office hours will be held on Zoom using this link: [insert link] and during the following times:
Tuesdays: 9:00 a.m. -1: 00 p.m. a.m. Mountain Time by scheduling a meeting time with the instructor prior to the Tuesday you wish to meet.

My office hours will be held on campus at the HSSN BLDG rm. 431 during the following times:

Wednesdays: 9:00 a.m. -1: 00 p.m . Mountain Time by scheduling a meeting time with the instructor by the Monday before each Wednesday so that the student can be mailed the safety guidelines they are to follow if they choose to meet with the professor on campus and register to be on campus. Students are to bring a signed copy of the safety guidelines by signing this document you are confirming that you have read, understood and agree to comply with the guidelines while on campus. A new form must be brought and signed for each meeting.

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

IV. COURSE ASSIGNMENTS and GRADING

Attendance, Participation & Assessment Skill Building- 150 Points

Class attendance via virtual program and participation are worth 150 point. Both are extremely important in the course because it stresses the acquisition of skills. **Regular class attendance with active participation is expected.** When students participate actively in class discussions, learning is enhanced. It is the student's responsibility, whether present or absent, to keep abreast of assignments. Class attendance is **NOT** optional. An attendance roster will be passed out at the beginning of each class session. Students are responsible for signing in. **Points will be lost for unexcused absences, late arrivals, and early departures, and to a lesser degree, excused absences (you may call, email or talk with me ahead of class to be missed for an excused absence).** A student will be dropped from the course for continuous absenteeism. Skill building assignments/exercises/case studies will also be scheduled throughout the semester to provide opportunities for students to demonstrate understanding and application of assessment and intervention skills. More detailed information about these assignments will be provided in class.

Disorder specific Intervention and Presentation- 250 points

Students will be assigned a specific disorder on the second class session and will present in class and create a power point that contains the following information:

- The DSM 5 Criteria
- A list and brief description of intervention models that can be utilized to effectively bring about change and solutions.
- From the list of intervention choose one evidenced-based intervention and describe in detail how you would approach client with this intervention and support effectiveness of this intervention through two peer reviewed scholarly journals.
- Two other interventions that can assist a client with the specified disorder and compliments the evidenced based intervention.
- Emergency Considerations
- Cultural Considerations
- Social Support Systems
- Differential Diagnosis Considerations
- Pharmacology: Most commonly used medications and side effects
- Citations required as needed for each section

Your power point containing the required parts for this assignment will be sent to the Professor (via e-mail) before your class presentations. Your presentation will be a case from the book where you will address each bullet of your power point and field questions from the class. The percent will be distributed as follows:

Presentation— 120 points
Brochure —130 points

Simulations 150 point per simulation

Each student will be assigned a group that will complete an initial assessment activity on a disorder via a tag format to be explained in class. The other two-thirds of the class will be observers and will document each group member's strengths and room for development noted. The group will collectively determine the diagnosis and the reasoning for this conclusion. Observers will comment and offer constructive criticism.

Each student will earn up to 75 points for participation in tag activity. Grading will be done based on ability to build rapport; complete assessment as a team and ability to articulate reasoning for diagnosis.

Each Student will earn up to 75 points for observation participation. Grading will be done based on ability to identify strengths and areas of growth.

Group 1: 09/21/2020

Scenario A
Naomi Withers
Jodie Rodriquez
Janette Fernandez
Marcelo Montoya
Jessica Dominquez
Anahi Rico

Scenario B
Fernanda Villarreal
Denise Rascon Terrazes
Corina Marufo
Mario Diaz
Khristina Magdalano
Ashley Villarreal

Group 2: 10/05/2020

Scenario A
Emily Ramirez
Brenda Varela

Gabriela Cobos
Agelica Lastra-Farley
Andrea Chavez
Paola Ortiz

Scenario B
Natalie Castro
Erika Landeros
Andres Ontiveros
Amada Valverde
Tiffany Torres
Briana Ibarra

Group 3: 11/02/2020

Scenario A
Jennifer Camacho
Richard Hernandez
Jennifer Nunez Soto
Virginia Soto
Ana Nunez
Tiana Baber

Scenario B

Daniella Apodaca
Maria Gutierrez
Casandra Mesa
Erika Silva
Karina Sida
Monalisa Sanchez
Alejandra Garcia

Final-200

Each student will write a five page paper answering three critical thinking questions and explain their responses to the questions during an individual interview with the instructor.

VI. CLASS POLICIES

Email/Blackboard

Students are expected to check their emails regularly for class updates, copies of handouts, and other communication. Blackboard will be utilized quizzes, announcements and discussion board (if necessary) all other assignments will be turned in via jwerthmann@utep.edu.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Late assignments: Any assignment that is not turned at the beginning of the class period on the day it is due will be considered late. The only exception will be a verified & professionally documented situation, for example, a death in the family, severe illness.

Major Writing Assignments

- Major writing assignments will be due on the date outlined in Course outline by 11:59 p.m. on the date of class). No late work will be accepted if the reason is not defined by the exception stated in the first paragraph under late assignments.

Quiz and Blog/Discussion Assignments

- All quiz, blog, and discussion board assignments will be due on Mondays at midnight (11:59 PM) prior to class. No late work will be accepted if the reason is not defined by the exception stated in the first paragraph under late assignments.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Attendance and the Drop Deadline: Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for

your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Students who miss more than **Three** classes maybe dropped from the class the decision will be made on an individual bases. Extenuating circumstances may be taken into consideration at the instructor’s discretion. Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor’s note, letter from your employer, etc.) within a reasonable time frame.

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline, October 30, 2020. Dropping a course after that time will result in an automatic grade of F.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Cell Phones, Computer/Laptop, and Other Electronic Device Use: Due to their disruptive nature and in the respect for your fellow students please set your cell phones and all other electronic devices on silent. If it is necessary to take an emergency phone call, please mute your zoom microphone. Cell phones and all other electronic devices must be turned off during exams. Students are required to keep their video on unless otherwise instructed. If you need to leave class to take care of a matter please leave video on so I can determine participation accurately.

Students may use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the virtual meeting.

Professional Conduct in Class: Students are expected to act like professionals during all virtual meetings. This means arriving on time, being prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism. Personal Attacks will not be tolerated.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic

dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

TEST PROCTORING SOFTWARE

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to Safe Assign, a plagiarism detecting software. Safe Assign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

[Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Confidentiality

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the Social Work program.

I. Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Americans with Disabilities Act

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services at 747-5148. You can also email the office at dss@utep.edu or go to room 106, Union Building East. For additional information, visit the CASS website at www.utep.edu/cass/.

Academic Dishonesty

It is the philosophy of UTEP that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but it not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or attempt to commit such acts.

This syllabus is subject to change at the instructor's discretion.

*****STUDENTS ARE RESPONSIBLE FOR ALL READINGS*****

VII. COURSE SCHEDULE *STUDENTS ARE RESPONSIBLE FOR ALL READINGS**

Fall 2019	Assigned Readings and Course Schedule	Topics	Competencies
Weeks 1, 2, 3 as follows: 8/24/2020 Monday 8/26/2020 Wednesday 8/31/2020	<u>ASSESSMENT AND DIAGNOSIS</u> Readings: Textbook: Chapters 1 and 2 DSM-5 and Other Handouts Students print the following & bring to class the 1 st week of class:	*Introduction to Course, review of course syllabus, class requirements, and evaluation methods *Assessment and Diagnosis in the Social Work	EPAS 2.1.1, EPAS 2.1.2, EPAS 2.1.5 EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.9

<p>Monday 9/2/2020 Wednesday 9/7/2020 Monday Labor Day no class</p>	<p>Mental Status exam + handout: https://www.aafp.org/afp/2009/1015/p809.html</p> <p>NOTE: DUE TO THE LABOR DAY HOLIDAY, THERE WILL BE NO CLASS ON 09/7/19-MONDAY.</p>	<p>Profession</p> <ul style="list-style-type: none"> *DSM-5 Basics * Mental Status Exam * Limitations of the DSM *Strengths Assessment 	
<p>Weeks 4, 5, and 6 as follows:</p> <p>Monday 09/14/2020 Wednesday 09/16/2020 Monday 09/21/2020 Wednesday 09/23/2020 Monday 09/28/2020 Wednesday 09/30/2020</p>	<p><u>CHILDHOOD-ONSET DISORDERS INCLUDING NEURODEVELOPMENTAL DISORDERS AND DISRUPTIVE, IMPULSE CONTROL, AND CONDUCT DISORDERS</u></p> <p>Readings: Textbook: Chapters 3, 4, 10 Handouts</p>	<p>*Autism Spectrum Disorder Covered on 9/14/2020</p> <p>09/16/2020 Exercises for Autism Spectrum disorder due 09/21/2020 Read Chapter four Neurological Disorders</p> <p>09/21/2020 Neurological disorders lecture 1st Assessment exercise in class presentation can include either Autism Disorder or Neurological Disorder</p> <p>09/23/2020 Exercises for Neurological Disorders due 09/28/2020</p>	<p>EPAS 2.1.1, EPAS 2.1.4, EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.8, EPAS 2.1.9</p>

		<p>Read Chapter 10 *Oppositional Defiant Disorder *Intermittent Explosive Disorder *Conduct Disorder</p> <p>09/28/2020 Lecture on Oppositional Defiant Disorder; Conduct Disorder and Intermittent Explosive Disorder</p> <p>09/30/2020 Exercises for Oppositional Defiant disorder; Conduct disorder; Intermittent Explosive Disorder due October 5, 2020 Read Chapter 5</p>	
<p>Weeks 7, 8, and 9 as follows: Monday 10/5/2020 Wednesday 10/7/2020 Monday 10/12/2020 Wednesday 10/14/2020 Monday 10/19/2020 Wednesday 10/21/2020 Monday 10/26/2020 No Class</p>	<p><u>SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS; BIPOLAR AND RELATED DISORDERS; AND DEPRESSIVE DISORDERS</u></p> <p>Readings: Textbook: Chapters 5, 6, and 7</p> <p>Handouts</p>	<p>10/05/2020 Lecture on *Schizophrenia *Delusional Disorder *Brief Psychotic Disorder 2nd Class Assessment on either Chapter 10 or Chapter 5</p> <p>10/07/2020 Exercises for Schizophrenia, Delusional Disorder, Brief Psychotic Read Chapter 6 *Bipolar I and II Disorders</p> <p>10/12/2020 Lecture on Chapter 6* Bipolar I and Bipolar II</p>	<p>EPAS 2.1.1, EPAS 2.1.4, EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.8, EPAS 2.1.9</p>

		<p>10/14/2020 Exercises Bipolar I and Bipolar II due 10/19/2020 Read Chapter 7 Depressive Disorders: *Cyclothymic disorder *Major Depressive Disorder (MDD) *Persistent Depressive Disorder</p> <p>10/19/2020 Lecture on Chapter 7 Depressive Disorders</p> <p>10/21/2020 Exercises Depressive Disorder due 10/26/2020 10/28/2020 2nd set of Exercises covering Chapters 6 and 7 due November 2 Read Chapter 7</p>	
<p>Weeks 10, 11, and 12 as follows: 11/02/2020 Monday 11/04/2020 Wednesday 11/09/2020 Monday 11/11/2020 Wednesday 11/13/2020 Monday 11/16/2020 Wednesday 11/18/2020 Wednesday</p>	<p><u>ANXIETY, OBSESSIVE-COMPULSIVE, AND TRAUMA AND STRESSOR-RELATED DISORDERS & FEEDING AND EATING DISORDERS</u></p> <p>Readings: Textbook: Chapters 8 and 9</p> <p>SUBSTANCE-RELATED AND ADDICTIVE DISORDERS; NEUROCOGNITIVE DISORDERS; AND PERSONALITY DISORDERS SUBSTANCE-RELATED AND ADDICTIVE DISORDERS; NEUROCOGNITIVE DISORDERS; AND PERSONALITY DISORDERS</p> <p>Readings: Textbook: Chapters 11, 12, and 13</p>	<p>11/02/2020 Lecture on *Separation Anxiety Disorder; *Generalized Anxiety Disorder; *Panic Disorder w/ and w/o Agoraphobia *Obsessive-Compulsive Disorder *Hoarding Disorder 3rd Class Assessment on either Bipolar I and II; Depressive Disorders or Anxiety Disorders</p> <p>11/04/2020 Exercises on Anxiety due</p>	<p>EPAS 2.1.1, EPAS 2.1.4, EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.8, EPAS 2.1.9</p>

	<p>Power Point to be emailed to Professor</p>	<p>11/09/2020 read sections on *Post-Traumatic Stress Disorder *Acute Stress Disorder *Reactive Attachment Disorder *Adjustment Disorders Chapter 13 Personality disorder</p> <p>11/09/2020 Lecture on readings assigned 11/11/2020 Exercises assigned for readings and Chapter 13 assigned on 11/04/2020 due 11/16/2020 Read Chapters 11 and 12 *Substance Related Disorders *Neurocognitive Disorders Alzheimer’s Disease</p> <p>11/16/2020 Lecture on Chapter 11 and 12</p> <p>11/18/2020 Exercised for Chapter 11 and 12 Due 11/23/2020</p>	
<p>Weeks 13, 14, and 15 as follows:</p> <p>11/23/2020 Monday 11/25/2020 Wednesday 11/26/2020 Happy Thanksgiving Holiday</p>	<p>Case/Power point presentations</p> <p>Case/Power point presentations</p>		<p>EPAS 2.1.1, EPAS 2.1.4, EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.8, EPAS 2.1.9</p>

<p>11/30/2020 Monday</p> <p>12/02/2020 Wednesday Last day of class</p> <p>FINAL INTERVIEWS 12/07/2020 12/09/2020</p>	<p>Case/Power point presentations</p> <p>Case/Power point presentations Final Paper Due</p> <hr/> <p><u>Finals Week</u></p>		<hr/> <p>EPAS 2.1.1, EPAS 2.1.4, EPAS 2.1.6, EPAS 2.1.7, EPAS 2.1.8, EPAS 2.1.9</p>