



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 5315: Clinical Assessment

CRN: 18111

TERM: Fall 2025

MEETING TIMES: Mondays 5-7:50pm Mountain Time via Zoom

Zoom link: <https://utep-edu.zoom.us/j/9966816261>

Professor: Jason Mallonee, DSW, LCSW-S

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Phone: (808) 639-3369 (mobile – text or call is fine)

Office Hours: Virtual; by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

An introduction to competency-based assessment of psychological disorders, substance use disorders, the ecological perspective on mental health and the biopsychosocial-spiritual framework for assessment and intervention.

EMBRACING DIVERSITY FOR AN INCLUSIVE CURRICULUM

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE GOALS

At the end of this course, students will:

- Develop skills for effective, ethically informed, and culturally responsive social work practice in a multicultural, binational community that considers historical and current systemic forms of oppression and racism.
- Understand how to actively engage clients from diverse backgrounds in the clinical interview process, including use of active listening and empathic responses.

- Understand the components of a clinical assessment interview reflective of the biopsychosocial-spiritual framework, including addressing risk assessment, with special emphasis on issues relevant to the U.S.-Mexico border region.
- Develop clinical impression skills utilizing an intersectionality framework, including establishing the rationale for specific diagnoses and for ruling out other diagnoses with similar symptoms and characteristics.
- Select and critically evaluate culturally responsive and appropriate assessment tools and intervention strategies.

COURSE OBJECTIVES

Social work courses are designed to improve students' competence through instruction, practice, and application of knowledge, values, and skills. "Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2022, p. 7). Through course assignments, students demonstrate the ability to meet courses objectives related to EPAS Competencies. Situated within the context of social work practice in the multicultural, bi-national U.S.-Mexico border region, this course focuses specifically on six aspects of social work competence: ethical and professional behavior (Competency 1); human rights and social, racial, economic, and environmental justice (Competency 2); anti-racism, diversity, equity, and inclusion in practice (A DEI) (Competency 3); research-informed practice and practice-informed research (Competency 4); assessment of individuals, families, groups, organizations, and communities (Competency 7); and intervention with individuals, families, groups, organizations, and communities (Competency 8). Course assignments will assess and summarize students' competency levels. Upon completion of this course, students will be able to:

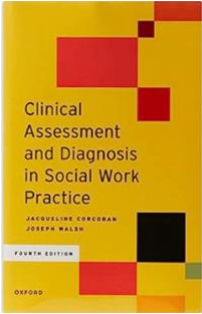
- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context (Behavior 1.1).
- Advocate for human rights at the individual, family, group, organizational, and community systems levels (Behavior 2.1).
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (Behavior 2.2)
- Utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region (Spec. Behavior 2.3).
- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (Behavior 3.1).
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (Behavior 3.2).
- Identify the impacts of racism, oppression, discrimination, and other "isms" on border communities, and use this knowledge to advance A DEI efforts throughout the border region (Spec. Behavior 3.3).
- SB3.2 Apply the lenses of intersectionality, positionality, and reflective practice when confronting racism and promoting diversity, equity and inclusion for clients, constituencies, and organizations reflected in the border region at all service levels (Spec. Behavior 3.4)

- Apply research findings to inform and improve practice, policy, and programs (Behavior 4.1).
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (Behavior 4.2).
- Critically evaluate literature and research for applicability and cultural responsiveness to border region communities. (Spec. Behavior 4.3).
- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (Behavior 7.1).
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (Behavior 7.2).
- Apply culturally responsive social work theories, frameworks, perspectives, and models to engage in effective and authentic assessment practices with border region clients, constituencies, and organizations (Spec. Behavior 7.3)
- Critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the assessment process with families, groups, organizations, and communities in the border region (Spec. Behavior 7.4).
- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (Behavior 8.1).
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (Behavior 8.2).
- Apply social work theories, frameworks, perspectives, and models to collaboratively identify and implement culturally responsive interventions with border region clients, constituencies, and organizations (Spec. Behavior 8.3).
- Critically reflect upon the potential for client experiences of privilege, oppression, marginalization, and discrimination to influence the intervention process. (Spec. Behavior 8.3).

Competencies	Assignment(s)
1: Demonstrate ethical and professional behavior	Case study exercises (K, S, V) Clinical assessment (S, V, CA) Clinical case study (K, S)
2: Advance human rights, and social, racial, economic, and environmental justice	Case study exercises (K, S, V) Clinical assessment (S, V, CA) Clinical case study (K, S)
3: Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice	Case study exercises (K, S, V) Clinical assessment (S, V, CA) Clinical case study (K, S)
4: Engage in practice-informed research and research-informed Practice	Disorder-specific brochure and presentation (K, V, CA) Clinical assessment (S, V, CA) Clinical case study (K, S)
7: Assess individuals, families, groups, organizations, and communities	In-class chapter activities (K) Case study exercises (K, S, V) Clinical assessment (S, V, CA) Clinical case study (K, S)

8: Intervene with individuals, families, groups, organizations and communities	Clinical assessment (S, V, CA) Clinical case study (K, S)
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REQUIRED MATERIALS



Corcoran, J., & Walsh, J. (2022). *Clinical Assessment and Diagnosis in Social Work Practice*. Oxford University Press. ISBN: 9780197559109; ISBN-13: 978-0197559109

American Psychiatric Association (2022), *Diagnostic and Statistical Manual of Mental Disorders DSM 5-TR*. Fifth Edition (Paperback) Washington D.C: American Psychiatric Association. ISBN-10 0890425760; ISBN-13: 978-0890425763 (please note: you can access a digital copy at the UTEP library if you prefer not to purchase this)

Additional handouts/readings/videos will also be provided and accessible via Blackboard.

COURSE ASSIGNMENTS & GRADING

1. Attendance and Class Participation (100 points)

Attending, preparing for, and participating in class activities is worth 100 points. **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 content. Class attendance is **NOT** optional. Attendance will be taken at the beginning of each class session. **Each missed class will result in a 5-point deduction in participation grade.**

2. Case Studies (135 points)

Case studies will be scheduled throughout the semester to provide opportunities for students to demonstrate understanding and application of assessment and intervention skills – thoughtful completion of these assignments is expected. A preparation tool to be filled out is provided in each week’s module when these are due. Each week’s set of cases is worth 15 points and will be due before the class where the case will be discussed:

Case Study Preparation Form	Upload by:
Schizophrenia	9/14
Bipolar Disorder	9/21
Anxiety Disorder	9/28
Post-traumatic stress disorder	10/5

Eating Disorders	10/19
Gender Dysphoria	10/26
Substance Related Disorders	11/9
Neurocognitive Disorders	11/16
Borderline Personality Disorder	11/23

3. Assignment 1: Disorder-Specific Intervention Resource Brochure and Presentation (100 points) – Due in Blackboard by 10/12/25 In-class presentations on 10/13/25.

On the second class, students will sign up for a specific disorder to address in this assignment. Students will create a brochure and 15-minute presentation addressing the following items in related to the disorder, incorporating a minimum of five peer-reviewed sources:

- DSM 5 diagnostic criteria with differential diagnoses, including symptom checklists
- Established symptom checklists to aid in assessment
- A target population for the intervention
- List of evidence-based interventions for the chosen disorder
- In-depth presentation of one intervention
- Safety/emergency considerations
- Cultural considerations
- Pharmacological considerations (potential medications and side effects)
- Resources (support groups, organizations, etc.)

4. Assignment 2: Clinical Assessment Interview and Write-Up (200 Points) – Assessments will occur in class on 11/3/25 and the 5-7-page write-up due in Blackboard by 11/9/25.

The class will be divided into pairs. Each pair will take turns conducting a full clinical assessment, focusing on:

- Building client rapport through ethical and culturally responsive engagement strategies.
- Conducting a comprehensive biopsychosocial-spiritual assessment including presenting problem/opportunity for change, family background and social history, developmental history (throughout the lifespan), personal history and current living arrangements, medical history (including cultural practices), educational and employment history, substance use history, legal history, experiences of trauma, current social environment and supports, strengths and interests, risk and protective factors, cultural background (traditions, values, generational differences, languages, views of help-seeking, and potential cultural, collective, and cumulative traumas), spirituality and religion (beliefs or practices, role of spirituality, influence of spiritual beliefs on understanding of the problem and potential as a source of support).
- Evaluating mental status and formulating diagnostic impressions and case formulation, with clear incorporation of culture, context, and gender considerations utilizing the DSM 5-TR.

- Reflecting the impact of culture, the U.S.-Mexico border region context, intersecting points of identity, and client strengths, identification and prioritization of client's goals, and identification of potential interventions.

Case scenarios will be provided for students to guide their assessments and role as client. The student playing the client will provide written feedback to the instructor regarding perceived cultural responsiveness and inclusiveness of clinical interview. A written assessment will be submitted and evaluated.

5. Assignment 3: Clinical Case Study Paper and Presentation (200 points) – 6-8-page paper and PPT due in Blackboard by 11/30/25; you will present on 12/1/25.

Students will choose a film to view on their own, or a novel to read independently, and develop a clinical case study based on one of the movies or novel's characters with supporting evidence utilizing scene descriptions and quotes from characters. Students will create a 6-8-page initial clinical assessment that includes diagnostic impressions, a safety plan, and treatment recommendations for the identified client. Students are also expected to include an assessment of factors related to anti-racism, diversity, equity, and inclusion relevant to the case. These should include any impacts of racism (historical, cultural, intergenerational, systemic, current, etc.) that the character experiences; experiences of oppression, marginalization, and discrimination; the impact of the character's different points of identity on your understanding of the case and the character's ability to access and engage in services; and a reflection on how your positionality as the therapist would impact engagement and treatment. Students need to identify one evidenced-based intervention model used to treat their client's disorder as well as a complimentary or alternative approach they would use to address the client's reported symptoms. The paper needs to not only address the types of intervention strategies one would use, but also include information about how you would provide psychoeducation about their diagnosis and treatment options during the second session of their therapy treatment. The paper is worth 200 points, and the presentation (including a PPT) is worth 100 points. Some potential movies to choose from are *Precious*, *A Beautiful Mind*, *Kite Runner*, *Boys Don't Cry*, *Which Way Home*, *Still Alice*, *Pursuit of Happyness*, *Girl Interrupted*, and *28 Days*. Please feel free to suggest a different movie or television character for instructor approval.

Assignment	Points	% of Grade
Attendance and Participation	100	14%
Case Studies	135	18%
Disorder-Specific Brochure and Presentation	100	14%
Clinical Assessment Interview and Write-up	200	27%
Clinical Case Study Paper and Presentation	200	27%
Total	735	100%

Final grades will be determined as follows:

90% and above	A
80% to 89%	B
70% to 79%	C

69% to 60%	D
< 59%	F

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. 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. 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

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** Office hours are by appointment. I can typically make myself available on short notice so feel free to email or text me if you need to meet. Since I am in an earlier time zone, I can also meet later in the evening easily. I do try to not work after 7pm my time (11pm your time) and on the weekends, so you may not get a response from me during those timeframes unless your text is urgent (e.g., you are working on an assignment and need a question answered to continue working). If in doubt, feel free to text me.
- **Email:** UTEP email and text message are the best ways to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** (808) 639-3369 – text or call.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I will send Blackboard announcements as emails as well so you will receive any course announcement in your UTEP email inbox.

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 your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never 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. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance for class sessions (all held over Zoom) is important not only for your learning and success but also to create a community of learners. I expect you to review all course materials ahead of class, complete assignments on time (some exceptions made on a case-by-case basis; late assignment submission without contacting me first will result in a zero on the assignment), and actively participate in class discussions.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

It is expected that you attend all classes except in the case of a documented emergency. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline." Deadline for this semester is October 31, 2025. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

DEADLINES, LATE WORK, AND ABSENCE POLICY

It is expected that you follow the assignment submission guidelines and deadlines referenced earlier in this syllabus. You may request an extension on an assignment if circumstances warrant providing one. In cases of late submission without an extension being granted, your assignment will be penalized a letter grade for every 3 days late.

I understand that life happens and there may be a situation where you must miss class without a documented emergency. Missed classes will result in a 5-point deduction in your course

attendance and participation grade. More than 3 unexcused absences may result in receiving a failing grade in the class.

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 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.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, 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 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. 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 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 cass@utep.edu or apply for accommodation online via [CASS portal](#)

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

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>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation 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. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' 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 Community Standards](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course for the following activities.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Community Standards.

PLAGIARISM DETECTING SOFTWARE

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

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

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): 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.
- [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.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **988**
- National Suicide Prevention Hotline **988**
- Veterans Crisis Line **988, then Press 1**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



WEEKLY SCHEDULE

Fall 2025	Assigned Readings (To be completed BEFORE class)	Topics	Assignments	SW Comps
Class 1 8/25/25	<ul style="list-style-type: none"> • Course syllabus (Review expectations, assignments, presentation, readings, course structure and organization, etc.) – available on Blackboard • DSM 5-TR (Intro 5-17; Assessment 841-858) • Fritscher (2020) 	<ul style="list-style-type: none"> • Introduction to course and Blackboard • Introduction to clinical assessment and mental health/illness. 	<p><i>Before class:</i></p> <ul style="list-style-type: none"> • Syllabus Reconnaissance (ungraded) 	7, 8
<i>No class on Monday, 9/1, due to Labor Day University Closure</i>				
Class 2 9/8/25	<ul style="list-style-type: none"> • Chapters 1 and 2 (Corcoran and Walsh) • DSM 5-TR (Other conditions 821-836 and Cultural formulation 860-873) • Suicide Assessment Tools 	<ul style="list-style-type: none"> • Clinical assessment, continued • Cultural formulation • Risk and safety assessment 		1, 2, 3, 7, 8
Class 3 9/15/25	<ul style="list-style-type: none"> • Chapters 3, 4, 5, 6 (Corcoran and Walsh) • DSM 5-TR (Neurodevelopmental 35-100; Schizophrenia 101-138) 	<ul style="list-style-type: none"> • Neurodevelopmental disorders • Schizophrenia spectrum and other psychotic disorders 	<p><i>Before class:</i></p> <ul style="list-style-type: none"> • Case preparation – upload by 9/14 	2, 3, 7, 8
Class 4 9/22/25	<ul style="list-style-type: none"> • Chapters 7 and 8 (Corcoran and Walsh) • DSM 5-TR (Bipolar 139-176; Depressive 177-214) 	<ul style="list-style-type: none"> • Bipolar and related disorders • Depressive disorders 	<p><i>Before class:</i></p> <ul style="list-style-type: none"> • Case preparation – upload by 9/21 	2, 3, 7, 8
Class 5 9/29/25	<ul style="list-style-type: none"> • Chapters 9 and 10 (Corcoran and Walsh) • DSM 5-TR (Anxiety 215-262; OCD 236-294) 	<ul style="list-style-type: none"> • Anxiety disorders • Obsessive-compulsive and related disorders 	<p><i>Before class:</i></p> <ul style="list-style-type: none"> • Case preparation – upload by 9/28 	2, 3, 7, 8
<i>Reminder: Assignment 1: Disorder-Specific Brochure is due on 10/12/25 and in-class presentations will take place on 10/13/25</i>				
Class 6 10/6/25	<ul style="list-style-type: none"> • Chapter 11 (Corcoran and Walsh) • DSM 5-TR (Trauma 295-328; Dissociative 329-348) 	<ul style="list-style-type: none"> • Trauma- and stressor related disorders • Dissociative disorders 	<p><i>Before class:</i></p> <ul style="list-style-type: none"> • Case preparation – upload by 10/5 	2, 3, 7, 8

Class 7 10/13/25		<ul style="list-style-type: none"> In-class presentations of Disorder-Specific Intervention and Resources 	<i>Before class:</i> <ul style="list-style-type: none"> Disorder-Specific Intervention and Resource Brochure uploaded by 10/12 and presented today, 10/13 	4
Class 8 10/20/25	<ul style="list-style-type: none"> Chapter 12 (Corcoran and Walsh) DSM 5-TR (Somatic 329-348; Feeding and Eating 349-370; Elimination 371-398) 	<ul style="list-style-type: none"> Somatic symptom and related disorders Feeding, eating, and elimination disorders 	<i>Before class:</i> <ul style="list-style-type: none"> Case preparation – upload by 10/19 	2, 3, 7, 8
Class 9 10/27/25	<ul style="list-style-type: none"> Chapter 13 (Corcoran and Walsh) DSM 5-TR (Sleep-wake 407-476; Sexual 477-510; Gender 511-520) 	<ul style="list-style-type: none"> Sleep-wake disorders Sexual dysfunction disorders Gender dysphoria 	<i>Before class:</i> <ul style="list-style-type: none"> Case preparation – upload by 10/26 	2, 3, 7, 8
<i>Reminder: Assignment 2: Clinical Assessment Interview Role Play will take place next week, 11/3/25 and your write-up will be due 11/9/25.</i>				
Class 10 11/3/25		<ul style="list-style-type: none"> In-class clinical assessment interview role plays. 	<ul style="list-style-type: none"> Clinical assessment interview role play write-up due 11/9. 	1, 2, 3, 7, 8
Class 11 11/10/25	<ul style="list-style-type: none"> Chapters 14 and 15 (Corcoran and Walsh) DSM 5-TR (Disruptive 521-542; Substance 543-666) 	<ul style="list-style-type: none"> Disruptive, impulse control, and conduct disorders Substance-related and addictive disorders 	<i>Before class:</i> <ul style="list-style-type: none"> Case preparation – upload by 11/9 	2, 3, 7, 8
Class 12 11/17/25	<ul style="list-style-type: none"> Chapter 16 (Corcoran and Walsh) DSM 5-TR (Neurocognitive 667-732; Paraphilic 779-802) 	<ul style="list-style-type: none"> Neurocognitive disorders Paraphilic disorders 	<i>Before class:</i> <ul style="list-style-type: none"> Case preparation – upload by 11/16 	1, 2, 3, 7, 8
<i>Reminder: Assignment 3: Clinical Case Study Write-up and Presentation coming up. The 6-8-page paper and the PPT are due 11/30/25. You will be presenting in class on 12/1/25.</i>				
Class 13 11/24/25	<ul style="list-style-type: none"> Chapter 17 (Corcoran and Walsh) DSM 5-TR (Personality 773-778; Alt. model 881-902) 	<ul style="list-style-type: none"> Personality disorders 	<i>Before class:</i> <ul style="list-style-type: none"> Case preparation – upload by 11/23 	1, 2, 3, 7, 8
Class 14 12/1/25		<ul style="list-style-type: none"> Final presentations Course wrap-up 	<i>Before class:</i> <ul style="list-style-type: none"> Clinical case study write-up and PPT due 11/30 	1, 2, 3, 7, 8

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION** ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**