



<b>Course Number</b>	SOWK 679.97 S05	<b>Classroom</b>	TRA 101
<b>Course Name</b>	Advanced Clinical Assessment		
<b>Day(s)</b>	Mondays	<b>Time</b>	5PM- 7:50PM
<b>Instructor</b>	Patrick Griffin, MS, RCSW	<b>Office Hours/Location</b>	By appointment
<b>E-mail</b>	<a href="mailto:pcgriffi@ucalgary.ca">pcgriffi@ucalgary.ca</a>	<b>Phone</b>	403 827 1650

#### SYLLABUS STATEMENT

This advanced practice course will introduce students to the ethical use of the DSM as a tool for better understanding client's presenting concerns and developing evidenced-based treatment planning through the in-depth exploration of several major mental health concerns.

#### COURSE DESCRIPTION

The focus of this course is an advanced exploration of the assessment process in clinical social work practice. Grounded in the biopsychosocial model, we will further explore the ethical and clinical functions of the DSM 5 in supporting evidence-based treatment planning.

#### COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Demonstrate a beginner's understanding and proficiency in conducting a biopsychosocial assessment
2. Locate and critically analyze the evolution of the DSM, including its role in clinical social work practice
3. Understand the structure, organization and ethical use of the DSM 5
4. Understand and apply the diagnostic criteria and the clinical dynamics for key mental health conditions impacting children, adolescents and adults.
5. Synthesize components of a biopsychosocial assessment to include formulation, diagnosis and individualized treatment plan
6. Integrate and articulate a personal professional stance in relationship to the DSM 5 and clinical social work practice
7. Apply knowledge of human behaviours and social contextual environment to the assessment and diagnostic processes

**LEARNING RESOURCES****REQUIRED TEXTBOOKS AND/OR READINGS**

Corcoran, J. & Walsh, J. (2016). *Clinical Assessment and Diagnosis in Social Work Practice*. New York, NY. Oxford University Press.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> ed.) Washington, D.C. American Psychiatric Association Publishing.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings, recommended readings and other essential classroom resources and materials.

A laptop, desktop or mobile device with internet access is required. This device requires the capability to listen to selected D2L postings.

**RELATIONSHIP TO OTHER COURSES**

This course is an elective that is directly related to SOWK 696 Practicum, SOWK 653, and SOWK 657. This course will support and expand both knowledge and proficiency in the role of a clinical social worker as diagnostician and clinician.

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
13 January 2020	Introductions Review of course syllabus The identity of the Clinical Social Worker Assessment: Why Bother? Preparation: The DSM Debate	None
20 January 2020	Diagnostic Tools: DSM, ICD &PIE History of the DSM DSM & Clinical Social Work Practice	Corcoran & Walsh, p. 1-60  In class: The DSM Debate  Probst, B. (2013). "Walking the tightrope:" Clinical social workers' use of diagnostic and environmental perspectives. <i>Clinical Social Work Journal</i> , 41(2), 184-91. <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-012-0394-1">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-012-0394-1</a>

		<p>Gornall, J. (2013). DSM-5: A fatal diagnosis? <i>BMJ: British Medical Journal</i> 346.7909: F3256.  <a href="https://www-bmj-com.ezproxy.lib.ucalgary.ca/content/346/bmj.f3655">https://www-bmj-com.ezproxy.lib.ucalgary.ca/content/346/bmj.f3655</a></p> <p>Tosone, C. (2016). Clinical social work education, mental health, and the DSM-5. <i>Social Work in Mental Health</i>, 14(2), 103-11.  <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15332985.2015.1083513">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15332985.2015.1083513</a></p>
27 January 2020	<p>Infant, Child, Adolescent: Part 1</p> <p>Guest Lecturer: Dr. C. McMorris (Werkland School of Education)</p> <p>Guest Lecturer: Dr. Alan Mcluckie</p> <p>ADHD in Children</p>	<p>ASD Suggested readings will be posted in D2L prior to this lecture</p> <p>Barkley, R. A. (2017). <i>What causes ADHD?</i> Retrieved from  <a href="http://www.russellbarkley.org/factsheets/WhatCausesADHD2017.pdf">http://www.russellbarkley.org/factsheets/WhatCausesADHD2017.pdf</a></p> <p>Belanger, S. A., Andrews, D., Gray, C., Korczak, D., Canadian Paediatric Society, Mental Health and Developmental Disabilities Committee (2018). ADHD in children and youth: Part 1-Etiology, diagnosis, and comorbidity. <i>Paediatric Child Health</i>, 23(7), 447-453.</p> <p>Canadian Attention Deficit Hyperactivity Disorder Resource Alliance (CADDRA). (2011). <i>Canadian ADHD practice guidelines</i> (4<sup>th</sup> ed.). Toronto ON: CADDRA.  <a href="https://www.caddra.ca/wp-content/uploads/CADDRA-Guidelines-4th-Edition_-Feb2018.pdf">https://www.caddra.ca/wp-content/uploads/CADDRA-Guidelines-4th-Edition_-Feb2018.pdf</a></p>
3 February 2020	<p>Infant, Child, Adolescent: Part 2</p> <p>Guest Lecturer: Dr. Alan Mcluckie</p> <p>Oppositional Defiant Disorder</p> <p>Behavioural Presentations</p> <p>Anxiety Disorders</p>	<p>Winters, N.C., Hanson, G., &amp; Stoyanova, V. (2007). The case formulation in child and adolescent psychiatry. <i>Child Adolescent Psychiatric Clinics of North America</i>, 111–132.  <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499306000708">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1056499306000708</a></p> <p>Corcoran &amp; Walsh, p. 61-90</p>

<p>10 February 2020</p>	<p>Adolescent: Part 3</p> <p>Guest Lecturer: Dr. Illiana Ortega</p> <p>Dept of Psychiatry; AHS CAAMHPP</p> <p>Psychosis</p> <p>Bipolar Disorder</p>	<p>Corcoran &amp; Walsh, p. 423-450 and 486-520</p> <p>Suggested readings will be posted in D2L</p>
<p>17 February 2020</p>		<p>NO CLASS THIS WEEK – Winter break</p>
<p>24 February 2020</p>	<p>Emerging Adults</p> <p>Guest Lecturer: Rob Manning, MSW, RCSW</p>	<p>Open Book Quiz relating to all materials associated with first 4 classes (20 Jan to 10 Feb inclusive)</p> <p>Bakker, J. H., Hauser, S. T., Billings, R. L., &amp; Allen, J. P. (2005). Risks along the road to adulthood: Challenges faced by youth with serious mental disorders. In D. W. Osgood, E. M. Foster, C. Flanagan, &amp; G. R. Rut(Eds. <i>On your own without a net: The transition to adulthood for vulnerable populations</i> (pp. 272-303). Chicago, IL: University of Chicago Press.</p> <p><a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=408395&amp;ppg=287">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=408395&amp;ppg=287</a></p> <p>Brus, M. J., Solanto, M. V., &amp; Goldberg, J. F. (2014). Adult ADHD vs. Bipolar Disorder in the DSM-5 Era: A challenging differentiation for clinicians. <i>Journal of Psychiatric Practice</i>, 20(6), 428-437.</p> <p><a href="https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00131746-201411000-00003&amp;D=ovft&amp;PDF=y">https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00131746-201411000-00003&amp;D=ovft&amp;PDF=y</a></p>
<p>2 March 2020</p>	<p>Adult Forensic Clients</p> <p>Guest Lecturer: Paul Kent, MSW, RCSW</p>	<p>Douglas, K., &amp; Ogloff, J. (1997). <i>Assessing the risk of violence in psychiatric outpatients: The predictive validity of the HCR-20 Risk Assessment Scheme</i>. ProQuest Dissertations and Theses.</p> <p><a href="http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/304416155?accountid=9838">http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/304416155?accountid=9838</a></p> <p>Walker, J. S., &amp; Bright, J. A (2009). Cognitive therapy for violence: Reaching the parts that anger management doesn't reach. <i>The Journal of Forensic Psychiatry &amp; Psychology</i>, 20(2), 174-201.</p> <p><a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=37222571&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=37222571&amp;site=ehost-live</a></p>

<p>9 March 2020</p>	<p>Borderline Personality</p> <p>Guest Lecturer: Lana Bentley, MSW, RCSW</p>	<p>DSM-5, p. 663-666</p> <p>Corcoran &amp; Walsh, p. 451-485</p> <p>Calvo, N, Valero, S., Sáez-Francàs, Fernando Gutiérrez, N., Casas, M.and Ferrer, M. "Borderline Personality Disorder and Personality Inventory for DSM-5 (PID-5): Dimensional Personality Assessment with DSM-5." <i>Comprehensive Psychiatry</i>, 70 (2016): 105-11. <a href="https://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0010440X16301079">https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0010440X16301079</a></p> <p>Suggested readings will be posted in D2L</p>
<p>16 March 2020</p>	<p>Adult Mental Health: Part 1</p> <p>Major Depression</p> <p>Generalized Anxiety Disorder (GAD)</p> <p>Panic Disorder</p>	<p>Open book quiz relating to all materials associated with class 5-7 (24 Feb thru 9 Mar inclusive)</p> <p>DSM-5: p.155-189, 208-215, 222-226</p> <p>DSM-5:p.222-226</p> <p>DSM-5: p.208-214</p> <p>Suggested readings will be posted in D2L</p>
<p>23 March 2020</p>	<p>Adult Mental Health: Part 2</p> <p>Social Phobia</p> <p>Agoraphobia</p> <p>OCD</p> <p>Z codes</p>	<p>DSM-5, p. 217-221, 235-264, 271-280</p> <p>Suggested readings will be posted in D2L</p> <p>DSM-5: p.202-208</p> <p>DSM-5: p. 217-221</p> <p>DSM-5: p. 337-242</p> <p>DSM-5: p. 715-727</p>
<p>30 March 2020</p>	<p>Adult ADHD</p> <p>Guest Lecturer: Laverne Guthrie, MSW, RCSW</p>	<p>DSM-5: p. 59-66</p> <p>Corcoran &amp; Walsh, p. 91 – 125</p> <p>Davidson, M. A. (2008). ADHD in adults: A review of the literature. <i>Journal of Attention Disorders</i>, 11(6), 628-41. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1087054707310878">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1087054707310878</a></p>

		<p>Ramsay, J. R., &amp; Rostain, A. (2005). Adapting psychotherapy to the needs of adults with Attention Deficit/Hyperactivity Disorder. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 42, 72-84. <a href="https://bit.ly/31rBCem">https://bit.ly/31rBCem</a></p> <p>Philipsen, A. (2012). Psychotherapy in Adult Attention Deficit Hyperactivity Disorder: Implications for treatment and research. <i>Expert Review of Neurotherapeutics</i>, 12(10), 1217-225. <a href="http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1586/ern.12.91">http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1586/ern.12.91</a></p>
6 April 2020	<p>Closing the Circle:</p> <p>What is clinical competency in clinical social work?</p> <p>A DSM overview</p> <p>Case Formulation &amp; Diagnosis</p> <p>Final Q&amp;A</p>	<p>www.acsw.ab.ca</p>

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
<p><b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b></p> <p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.</p> <p>Phone should be placed on vibrate or silent during class time. In case of a personal/family emergency, exceptions are permissible.</p>

ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Course Learning Outcome
1. Participation	Student is actively engaged in the learning process through questions, reflections, conversation & discussion	On-going	10%	1,2,6,7
2. In class DSM debate	In class debate on the role of the DSM-5 in clinical social work practice  Rubric will be posted in D2L	20 Jan 2020 in class	20%	1,2,6,7
3. Reflection Paper	<b>Paper will only be accepted through D2L submission.</b>  Student will articulate their own professional stance on the use of the DSM-5 in clinical social work practice  Paper is required to be 3 pages, doubles spaced, 11-point font and APA writing standards are <b>not</b> required since this is a reflection paper.	3 Feb 2020 by 11:59pm	20%	1,2,3,6
4. In class quiz	This in-class, open book quiz will cover material from class #1 -5 inclusive	10 Feb 2020 in class	10%	2,3,4,5,7
5. In class quiz	This in class, open book quiz will cover material from class #6 – 7 inclusive	2 March 2020 In class	10%	2,3,4,5,7
6. Case Study	<b>Paper will only be accepted through D2L submission.</b>  Based on client work from this academic year's practicum, students will construct a case study of an individual client. <i>All identifying information is to be sanitized.</i>  <u>PART A:</u> (5-6 pages) Complete a biopsychosocial assessment on a client using the template provided in class. The assessment should include a DSM symptom-based interview, past/current psychosocial history,	9 April 2020 by 9am	30%	1,2,3,4,7

	<p>formulation, and diagnosis and treatment plan.</p> <p><u>APA formatting does not apply to Part A.</u></p> <p><u>PART B:</u> (3-4 pages) Please reflect on how the biopsychosocial in Part A informed your understanding of the client and their presenting concern(s). Focus on the impact of the therapeutic alliance, how your choice of a therapeutic model (e.g. CBT, ACT, SFT, psychodynamic) was an evidence-based treatment model for the presenting concern(s) and how the diagnosis and formulation assisted in developing a specific treatment plan for this client.</p> <p>Please include literature references to support your work in Part B.</p> <p>One reference page may be included within the total number of pages.</p> <p><u>APA formatting does apply to Part B.</u></p> <p>Paper should be double spaced, 11 pt. font with a cover page (Cover page does not count toward the total number of pages for this assignment).</p>			
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**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in the processes of each class. This includes discussions, debates, conversations, Q&A. These are elements of the participation grade.

Should a student need to miss a class, prior notice to the Instructor is encouraged. Contact may be made through e-mail, voice mail or text (please see Instructor’s contact information at the heading of this syllabus). If prior notice is not possible, timely notification is expected.

In conversation with the Instructor, options for alternate work and/or assignments may be discussed.



## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments through Dropbox in D2L. All assignments should be submitted in Word or PDF format. All assignments are due by midnight of the due date posted in the syllabus. All assignments are required to have a cover page with the student's name, student ID number and title of the assignment. Please note that it is the responsibility of each student to keep a personal copy of the assignment submitted.

## **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

## **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

## **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

## **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89

B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

#### **COURSE EVALUATION**

Feedback from student will be elicited through feedback forms at the end of each class.

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

#### **ADDITIONAL SUGGESTED READINGS**

Additional suggested readings will be posted periodically in D2L.

## UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

### PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

### ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **SEXUAL VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**