University of Minnesota School of Social Work
Syllabus

SW 8451-Assessment and Engagement in Clinical Social Work Practice

Part I: Course information

SW 8451-Assessment and Engagement in Clinical Social Work Practice
4 credits

Faculty Contact:
Name: 
Email: 
Phone: 
Office Location: 

Short Description:
Through this course, students will develop clinical assessment and engagement social work skills including: learning mental health diagnostic codes and classifications, interviewing skills, assessment writing skills and techniques, a biopsychosocial perspective and engagement strategies.

Long Description:
Using a biopsychosocial lens, this course will examine concepts and processes that form the core of developmental adaptation, and also describe pathways that contribute to subsequent distress, maladaptation and pathology. Assessment skills are emphasized. Students will demonstrate knowledge of established diagnostic codes, functional assessment skills that weigh both risks and protective factors, and the ability to construction a coherent psychosocial assessment which includes both client needs, symptoms and strengths. This course will also examine indicators for effective social work practice and policy contexts which influence clinical social work practice.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   SW 5051 - Human Behavior and the Social Environment
   SW 5801 - Policies and Programs in American Social Welfare
   SW 8151 - Social Work Practice Methods: Individuals and Systems
   SW 8152 - Social Work Practice Methods: Families and Groups
   SW 8153 - Models of Community Intervention
   SW 8841 - Social Work Research Methods

2. If you are not a Social Work student, you need permission of the instructor
Clinical Licensure Hours:
This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>50</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
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</table>

Part II: Course outcomes

Course Objectives
The purpose of this course is to develop the knowledge, skills, and practice approaches needed to function successfully as an autonomous clinical social worker in a mental health care setting. Students will be able to:

1. Identify the social work perspective about health, mental health and disruptions in health and mental health
2. Understand and utilize the current Diagnostic and Statistical Manual
3. Identify strengths and limitations of the DSM nosology system; the merits and limitations of categorical descriptive systems
4. Demonstrate knowledge of critical early psychosocial development
5. Demonstrate basic knowledge of pertinent neuroanatomy, brain development and neurobiology
6. Demonstrate knowledge of environmental factors and trauma that affect mental health and functioning
7. Demonstrate knowledge of the strengths and limitations of psychotropic medications
8. Be able to conduct a mental status exam
9. Demonstrate knowledge and skill in performing functional assessment and diagnostic assessments
10. Use case material to develop a complete multi-axial diagnosis
11. Be able to create and synthesize a clinical case conceptualization that reflects an understanding of bio-psycho-social-cultural-spiritual contributions
12. Be able to simultaneously assess internal, interpersonal and cultural functioning
13. Demonstrate knowledge and skill in performing initial interviewing and data collecting which contributes to the diagnostic/psychosocial assessment
14. Identify relevant ethics of clinical assessment; identify when suicide/homicide assessment, duty to warn, or mandated reporting are necessary
15. Develop knowledge and practice skills in engagement, rapport building and collaboration in order to create a collaborative assessment
16. Develop understanding of the cultural context of illness and maladaptation in human behaviors

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<table>
<thead>
<tr>
<th>Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>---</td>
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</tbody>
</table>
| • Apply knowledge of social services, policies and programs relevant to their area of practice | Course Objective #: 14  
Session and Reading #: 1, 8, 9 | Diagnostic assessment paper |

<table>
<thead>
<tr>
<th>Competency: 2.1.2 – Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
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</tr>
</tbody>
</table>
| • Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation. | Course Objective #: 14  
Session and Reading #: 6, 8, 9, 12 | Diagnostic Assessment Paper |

<table>
<thead>
<tr>
<th>Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</td>
</tr>
<tr>
<td>Practice Behaviors</td>
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</tbody>
</table>
| • Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice | Course Objective #: 3, 7, 11, 12, 14  
Session and Reading #: 1, 2, 7, 8 | Exams, diagnostic assessment paper, interview |
| • Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice. | Course Objective #: 1, 3,  
Session and Reading #: 1, 2, 3, 4, 8, 15 | Diagnostic assessment interview, Exams |

<table>
<thead>
<tr>
<th>EP 2.1.4 Engage diversity and difference in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social</td>
</tr>
<tr>
<td>Practice Behavior</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
</tr>
</tbody>
</table>

**Competency: 2.1.7 – Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Course objectives 4, 5, 6, 11, 12, 16 Content and readings: sessions 2, 5, 7, 11, 13,</td>
<td>Case studies Mid-term and final exams Diagnostic Assessment paper</td>
</tr>
<tr>
<td>• Demonstrate knowledge of ethnocultural, biological, psychological and spiritual frameworks, and multi-axial diagnostic classification systems used in the formulation of comprehensive mental health assessment and intervention planning.</td>
<td>Course objectives 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 16 Content and readings: Sessions: 1, 2, 3, 4, 5, 6, 7, 8, 9, 15</td>
<td>Case studies Diagnostic assessment paper Mid-term and final exams</td>
</tr>
</tbody>
</table>

**Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Course objective 1 Content and readings session 1</td>
<td>Case studies</td>
</tr>
</tbody>
</table>

**Competency: 2.1.9 – Respond to contexts that shape practice**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
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<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess the impact of historical and</td>
<td>Course objective 3</td>
<td>Mid-term exam</td>
</tr>
</tbody>
</table>
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### Practice Behavior

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Course objectives 1, 8, 9, 11, 12  Content and readings sessions 1, 2, 4, 13</td>
<td>Annotated interview project</td>
</tr>
<tr>
<td>• Engage: Establish rapport and maintain effective working relationships with clients in clinical mental health settings.</td>
<td>Course objectives 11, 13, 14, 15, 16  Content and readings sessions 4, 7, 12, 15</td>
<td>Case studies  Annotated interview</td>
</tr>
<tr>
<td>• Engage: Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice.</td>
<td>Course objective 15  Content and readings: session 4, 6, 7, 12, 15</td>
<td>Case studies  Annotated interview exams</td>
</tr>
<tr>
<td>• Assess: Employ knowledge of the DSM-IV, the psychosocial assessment interview, and collateral information from key informants and agencies when appropriate to develop a comprehensive collaborative assessment.</td>
<td>Course objectives 2, 8, 9, 10, 11, 13  Content and readings sessions 2-15</td>
<td>Case studies  Diagnostic assessment paper  Annotated interview exams</td>
</tr>
<tr>
<td>• Assess: Conduct risk assessment according to ethical and legal standards pertaining to child maltreatment, homicide, suicide and other life threatening circumstances.</td>
<td>Course objective 14  Content and readings session 9, 12</td>
<td>Case studies  Diagnostic assessment paper exams</td>
</tr>
<tr>
<td>• Assess: Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health.</td>
<td>Course objectives 2, 10, 11, 13</td>
<td>Diagnostic assessment paper</td>
</tr>
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### Part III: Course requirements
Texts and Materials


You can purchase the textbook in the bookstore or check with Amazon for discount or used copies.

You also have options from the publisher online: 

It is possible to get an eTextbook (limited time access), rent a paper copy or to buy only the chapters we will be using in the class. (The first chapter is free.)


Or

The complete DSM-IV-TR is available as an online resource through the library. It is possible to do the required reading online or to print them from the online text. If you do your reading online, you will also need a reference text for assignments and for classroom discussion. Either of the two listed below will work.

- Desk Reference to the Diagnostic Criteria From DSM-IV-TR (Desk Reference to the Diagnostic Criteria from DSM) (Spiral-bound)
- Quick Reference to the Diagnostic Criteria from DSM-IV-TR (Quick Reference to the Diagnostic Criteria from DSM)

Please bring this text with you to class.

- Zero to Three. (2005). *Diagnostic Classification of Mental Health And Development Disorders Of Infancy and Early Childhood: DC:0-3R*. Zero to Three; Revised edition

Available through: www.zerotothree.org/site/PageServer

- Required reading packet is available in Electronic Reserve. Please see instructions at the end of this syllabus.
  - Password for this course is
  - This is a direct link to the ERes page:

- This course also has a Moodle site and will contain links and access to needed readings and outside resources

Assignments

*More assignment information and instructions is available on the course Moodle page.*

5 Case Studies

Over the course of the semester, the student will prepare 5 case studies in order to develop assessment and documentation skills. Student will read case synopsis and
then answer the appropriate questions in the assignment. Each case study will be no more than 2 pages in length.

**Diagnostic Assessment Paper.**
The student will prepare a diagnostic assessment for a client that they currently are seeing in practicum; the name and all identifying information will be altered for HIPAA purposes. The assessment needs to have the following components:

1. Client’s current life situation including the client’s:
   a. Age
   b. Current living situation including household membership and housing status
   c. Basic needs status including economic status
   d. Education and employment status
   e. Significant personal relationships, including the client’s evaluation of relationship quality
   f. Strengths and resources, including the extent and quality of social networks
   g. Belief systems
   h. Contextual non-personal factors contributing to the client’s presenting concerns
   i. General physical health and relationship to the client’s culture
   j. Current medications

2. The reason for the assessment, including the client’s:
   a. Perception of his or her condition
   b. Description of the symptoms; include reasons for referral
   c. History of mental health and treatment including review of records
   d. Important developmental incidents
   e. Maltreatment or abuse issues
   f. History of alcohol and drug usage and treatment
   g. Health history and family health history, both to include physical, chemical, and mental health history
   h. Cultural influences and their impact on the client

3. Mental status examination

4. The assessment of client’s needs based on the client’s baseline measurements, symptoms, behavior, skills, abilities, resources, vulnerabilities and safety needs

5. Clinical summary

6. 5 axis diagnosis

7. Recommendations for treatment

**Annotated Interview Project**
Each student will video record themselves conducting an initial diagnostic assessment interview in a role play setting. Students will demonstrate client engagement and rapport building skills during this interview, as well as information gathering techniques. Examples of techniques utilized to assess internal, interpersonal and cultural functioning should be demonstrated. Utilizing technology
(such as VideoANT) they will annotate the video describing practice skill elements within the initial interview.

**Exams**
This course will have a midterm and final exam. These exams are not cumulative. The purpose of the exams is to demonstrate proficiency in identifying and describing diagnostic terms and classifications, symptoms and how to formulate clinical hypotheses.

**Class Participation**
Students are expected to attend class and participate in quizzes, discussions (on line and in class) as well as in class role plays.

**Grading Structure**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>25</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Diagnostic Assessment</td>
<td>10</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Annotated Interview Project</td>
<td>10</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5</td>
<td>throughout</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
<td>69</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>66</td>
</tr>
</tbody>
</table>

**Course Policies**
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

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**Part IV: Course content**

**Session Plan**

**Session:** 1  aa/bb/cccc  
**Topics:**  Introductions  
Overview of the course
Social work perspectives around health, mental health and disruptions in health and mental health
Policy implications and impacts on mental health assessments

Required Readings:
- Sue, Sue & Sue: Chapter 1 “Abnormal Behavior” (2-29)

Session: 2 aa/bb/cccc
Topics:  Introduction to brain organization, stress biology and adaptation
Current state of mental health nosology; identifying strengths and weaknesses in current system
Diagnostic logic: categorical vs. dimensional conceptualization
Social worker role, boundaries and assessment framework

Required Readings:
- Sue, Sue and Sue: Chapter 2. (30-65)
- Interactive panel discussion about the mental health system with a professional, family, client, politician and community perspectives.

Session 3: aa/bb/cccc
Topics:  Introduction to the Multi-Axial Assessment (5 Axis System)
Introduction to assessment
Different ways of listening and asking questions

Required Readings:
- DSM IV-TR: 27-37
- Sue, Sue and Sue: Chapters 3 & 4 (66-113)
- “Diagnosis” by Radio Lab http://www.wnyc.org/shows/radiolab/ (the podcast can be found in the list on the left hand side, download or listen to it there for free)

Related Session Activities
- Lecture
- Role Plays

Session 4: aa/bb/cccc
Topics:  Introduction to engagement
- Initial interviewing
- Collecting data for psycho-social assessment
- Mental health status exam
- Collaborative assessment
- Diagnostic assessment components (introduction to case formulation)

Readings:
Related Session Activities
Lecture
Group work with Case Studies/Assessments
Role Plays of first interview

Session 5: aa/bb/cccd
Topics: Attachment theory and healthy relational development
Importance of assessing children within the context of family, culture and environment
Case conceptualization process
Focus on DC O-3R, Attachment Disorder, Conduct Disorder, Oppositional Defiance Disorder and Attention Deficit and Hyperactivity Disorder

Readings:
• Zero to Three; “DCO-3R”
• Sue, Sue, and Sue: Chapter 15 (412-442)
• DSM-IVTR: 85-103; 127-130

Related Session Activities:
Lecture
Group work with Case Studies/Assessments

Session 6: aa/bb/cccd
Topics: Writing and organization of the clinical summary/Case conceptualization
Ethical issues surrounding assessments of children
Focus on Autistic Spectrum Disorders, Separation Anxiety Disorder
Readings:

- DSM-IVTR: 69-84; 103-127; 131-134

Related Session Activities

- Lecture
- Group writing exercises

**Session 7: aa/bb/cccc**

**Topics:** Attachment theory, personality types and healthy relational development with adults  
Importance of assessing adults within the context of family, culture and environment  
How to engage with the adult (voluntary and involuntary)  
Case Conceptualization including multi-axial assessment  
Review of Case Study 1  
Mid-term Exam

Readings:

- (This book is an online access book. You can find it in the library. Follow the link below. Click on “click here for University of Minnesota Twin Cities Access” or hit cancel and it will default to the Library page. You are looking for chapter 1. You are allowed to print up to 10 pages each hour.)

Related Session Activities:
- Lecture
- Case examples
- Preparation for Annotated Interview Project

**Session 8: aa/bb/cccc**

**Topics:** Axis III disorders--Physical Health and Mental Health Connection  
Cognitive disorders--including Dementia and Amnestic Disorders  
Traumatic Brain Injuries  
Teaming with primary health care  
Social work role on multidisciplinary team  
Role of psychotropics medication (who prescribes, what are they for, ethics surrounding use of medication and role of social worker in process)  
Annotated Interview Project Due

**Readings:**
- DSM IV-TR: 135-180; 181-190
- Sue, Sue, and Sue: Chapter 14 (390-411)
- Read Chapter 5, “Older Adults and Mental Health” Pages 331-381
Session 9: aa/bb/cccc
Topics: Focus on Mood Disorders (Depressive Disorders)
Cultural Contexts
Ethical obligations for reporting—suicide and homicide assessment, confidentiality/HIPAA
Mental health laws (HIPAA, MN Data Privacy)

Readings:
- Sue, Sue and Sue: Chapter 11 (304-329); Chapter 12 (333-358); Chapter 17 (474-496)

Related Session Activities
- Lecture
- Group discussion
- Role Plays of Suicide and Safety Assessment
Session 10: aa/bb/cccc
Topics: Focus on Mood Disorders (Mania and Hypomania)
Focus on Anxiety Disorders (Generalized, Social Phobia and OCD)
Cultural Contexts

Readings:
- Sue, Sue and Sue: Chapter 11 (329-332); Chapter 5 (117-147)
- DSM IV-TR: 357-368; 382-401; 429-430; 443-463; 472-476
- Expert Consensus Guidelines from the Journal of Clinical Psychiatry
- Pages 97-104 of Bipolar guidelines or “Treatment of Bipolar Disorder: A Guide for Patients and Families.”

Related Session Activities
  Lecture
  Group Case Study exercise
  Practice writing case summaries

Session 11: aa/bb/cccc
Topics: Focus on Anxiety Disorders (PTSD, Panic Attacks, Anxiety Disorder NOS)
Focus on Eating Disorders
Trauma Assessment
Cultural Contexts
Case Study 2 due

Readings:
- DSM IV-TR: 430-443; 463-472; 476-484; 583-595
- Sue, Sue and Sue: Chapter 7 (175-200); Chapter 16 (443-472)
  Please watch chapters 1 and 7; all 8 chapters if you have the time. (Click on “Watch the Program Here.” Then click chapter 1 – “Abnormally Thin” and Chapter 7 – “Bulimia Nervosa.”)

Related Session Activities
  Lecture
  Discussion of Video
  Interviewing for Trauma Assessment Practice

Session 12: aa/bb/cccc
Topics: Focus on Psychotic Disorders (Schizophrenia)
  Psychosis in context (larger system issues)
  Engagement and interviewing skills
  Cultural Contexts
  Ethical obligations
  Case Study 3 Due

Readings:
• Sue, Sue and Sue: Chapter 13 (359-389)
• DSM IV-TR: 297-319
http://www.nytimes.com/2007/03/25/magazine/25voices.t.html?_r=1&scp=1&sq=can%20you%20live%20with%20the%20voices%20in%20your%20head?&st=cse&oref=slogin

Related Session Activities
  Lecture
  Practice interviewing
  Group Case Study analysis
  Guest lecturer (Hmong mental health provider, system navigator or NAMI Advocate)

Session 13: aa/bb/cccc
Topics: Focus on Psychotic Disorders (Schizotypal, Brief Psychotic Episode, Schizoaffective Disorder)
  Focus on Personality Disorders (Clusters A and C)
Connection between trauma, development and personality
Engagement and interviewing skills
Cultural Contexts

Readings:
- DSM IV-TR: 319-343; 685-701; 718-729
- Sue, Sue and Sue: Chapter 8 (203-209; 217-221)

Related Session Activities
- Lecture
- Group case study review
- Interviewing technique practice

**Session 14: aa/bb/cccc**
**Topics:** Focus on Personality Disorders (Cluster B--Borderline Personality Disorder, Narcissistic Personality Disorder, Anti-Social Personality Disorder and Histrionic Personality Disorder)
Focus on Substance Abuse and Substance Dependence and co-morbidity
Writing assessment skills
Case formulation skills
Case Study 4 Due

Readings:
- Sue, Sue and Sue: Chapter 8 (210-217); Chapter 9 (232-263)
- DSM IV-TR: 701-717; 191-295


Related Session Activities
- Lecture
  - Empathy techniques and practice with “difficult” clients, including the context of involuntary treatment on “resistance”
  - Group writing exercises

**Session 15: aa/bb/cccc**

**Topics:** Engagement and collaboration as a beginning intervention
- Evaluation of collaborative assessment process: starting the working alliance
- Odds and Ends (Somatic, Impulsive Disorders)
- Cultural Contexts
- Summary of Class
- Case Study 5 due

**Readings:**
- Sue, Sue and Sue: Chapter 6 (149-174)

Related Session Activities
- Course Evaluation
- Small group case consultations of Diagnostic Assessments

**Assignments: Final Exam & Diagnostic Assessment due Finals Week**

**Additional Bibliography**

• Bentley, Kia J. and Joseph Walsh (2006). *The Social Worker and psychotropic medication: toward effective collaboration with mental health clients, families and providers*, Belmont: Thomas.
