Course Number: SOWO 758, Section 2
Course Title: Differential Diagnosis
Semester and Year: Spring 2016 (March – April)
Instructor: Betsy (Sarah E.) Bledsoe-Mansori
Office Hours: by appointment (TTK 524)
E-mail: bledsoe@email.unc.edu
Telephone: 919-843-6543

COURSE DESCRIPTION: This course focuses on the process of conducting a differential diagnosis of mental health disorders using the current *Diagnostic and Statistical Manual of Mental Disorders.*

COURSE OBJECTIVES: At the conclusion of this course:
1. Students will be able to use the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* to identify major mental health conditions.
2. Students will be able to distinguish between different disorders to complete a differential diagnosis, including issues of comorbidity, and write a diagnostic statement for a client.
3. Students will understand the impact of race, ethnicity, gender, age, culture, sexual orientation, and socioeconomic status on mental health diagnosis, particularly on symptom presentation, assessment, and access to care.
4. Students will be able to articulate the psychological and behavioral indicators and course of a range of mental health conditions that can affect functioning and development.
5. Students will be sensitive to the potential use of personal data in mental health assessments for persons who may be in vulnerable and oppressed situations.
6. Students will demonstrate an understanding of ethical issues in assessment and diagnosis of mental health conditions.

EXPANDED DESCRIPTION: This course is designed for students who are interested in psychiatric assessment and diagnosis. It builds on the foundation HBSE course and the advanced practice/HBSE course by furthering students’ knowledge of psychiatric disorders and how to complete a differential diagnosis using the DSM. Students will read, view, and discuss cases throughout the semester and gain confidence in using the DSM to complete a formal psychiatric diagnosis.

REQUIRED TEXTS/READINGS:
RECOMMENDED TEXTS/READINGS:
As a UNC student, you can access a free online version of DSM 5 at the following website:

CLASS PARTICIPATION AND TEACHING METHODS:
Class participation counts for 15% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group activities and informed participation in class discussion. Informed participation means that you clearly demonstrate that you have completed assigned readings and can offer analysis, synthesis and evaluation of written material. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss them. Excellent participation also means that your comments are thoughtful, focused and respectful. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared. Please turn off cell phones during class.
This class will use a variety of teaching and learning methods to cover the content. These different methods include: small group activities; lecture; videos; and class discussions. The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments. If you will not be able to attend a class, it is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates. Please do not ask the instructor to detail “what you missed”.

GRADING SYSTEM
In accordance with the Graduate school, letter grades are assigned to the following numeric ranges: H = 94 and above, P = 80 to 93, L = 70 to 79, F = 69 and below

POLICY ON PAPER SUBMISSION, INCOMPLETES AND LATE ASSIGNMENTS
A course grade of “Incomplete” will be given only in extreme extenuating circumstances and in accordance with SSW and University policy.
All papers and assignments are to be submitted electronically to the Drop Box on our Sakai site and are due at the beginning of class on the dates noted on this syllabus. Ten percent will be deducted from your grade for each day that a paper is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done *in advance* of the due date (at least 24 hours) for the paper. Approved delays will not affect the grade.
*Your cover sheet for the paper should contain your name, PID# and honor code pledge. Do not put your name in the body of the paper that you submit to Sakai, instead use your PID# as a running head on each page.*

POLICY ON ACADEMIC DISHONESTY
The Student Honor Code is always in effect in this course. Please refer to the *APA Style Guide*, The SSW *Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of
assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Policy on Accommodations for Students with Disabilities**

To obtain disability-related academic accommodations, students with disabilities must contact the instructor and the Department of Disability Services as soon as possible. Students may reach the Department of Disability Services at 919-962-8300 (Voice/TDD) or [http://disabilityservices.unc.edu](http://disabilityservices.unc.edu). Pursuant to UNC policy, instructors are not permitted to give accommodations without the permission and direction of the Department of Disability Services. Students must obtain such permission in advance of the due date for the first assignment.

**Use of Laptops or Other Electronic Devices**

Mobile phones can be disruption to the learning process. Most students are expected to turn off their phones during class. Students who are on-call or have personal/family responsibilities that necessitate having access to a mobile phone or pager are asked to adjust phones or pagers to vibrate. To be respectful of other students, if you must answer a page or call by stepping out of class PRIOR to answering the call. I encourage you to bring your laptop to every class. We will use laptops to access the DSM-5 online.

**APA and Written Assignments**

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2009) that is available at most bookstores. The following web site provides additional information: [http://juno.concordia.ca/help/howto/apa.php](http://juno.concordia.ca/help/howto/apa.php)

Students are strongly encouraged to review the materials on the School of Social Work’s website [http://ssw.unc.edu/students/writing](http://ssw.unc.edu/students/writing). This page includes numerous helpful writing resources such as tutorials on understanding plagiarism, quick reference guide to APA, writing tips and ESL materials. Students are also strongly encouraged to review the section on plagiarism carefully. All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

**Assignments**

**Mid-Term Exam:** The mid-term exam will be a closed book exam that will be given at the beginning of Class 5. In Class 4, I will give you a study guide for your mid-term exam. The study guide will include details about which parts of the powerpoint and readings will be on the exam and which diagnostic criteria to memorize. You will never need to memorize prevalence rates, epidemiological data or diagnostic codes.

**Final Exam:** The final exam will be an open book take-home exam. You will be given two cases which you will answer questions about in an essay format. You will diagnose the two cases and justify your diagnoses. For
one of the cases, you will write out a mental status exam. You will have one week to work on the exam. Although the exam will be open book you are not allowed to consult with any other person about the exam.

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**COURSE CALENDAR**

**Class 1:** Syllabus Review, Introductions, Introduction to DSM-5 and Differential Diagnosis; DSM-5 Classification; Diagnostic Criteria and Codes; Neurodevelopmental Disorders  
**Class 2:** Bipolar and Related Disorders; Depressive Disorders  
**Class 3:** Anxiety Disorders; Obsessive-Compulsive and Related Disorders; Trauma- and Stressor-Related Disorders  
**Class 4:** Substance-Related and Addictive Disorders  
**Class 5:** Schizophrenia Spectrum and Other Psychotic Disorders; Mid-Term Exam  
**Class 6:** Personality Disorders (Borderline/Antisocial); Feeding and Eating Disorders (Anorexia/Bulimia/Binge Eating Disorder) – Final Exam Distributed  
**Class 7:** Disruptive, Impulse-Control, and Conduct Disorders (ODD/Conduct Disorder) ; Neurocognitive Disorders (Dementia) – Final Exam Due

**DETAILED CLASS SCHEDULE**

**WEEK 1**

**Topic:** Syllabus Review, Introductions, Introduction to DSM-5 and Differential Diagnosis; DSM-5 Classification ; Diagnostic Criteria and Codes; Neurodevelopmental Disorders (ADHD; Autism Spectrum)

**Readings:**
Morrison text: Chapter 1 - *This chapter is not that long and I think you should read all of it. However, you will only be tested on information about Intellectual disability, Autism spectrum disorder and Attention-deficit/hyperactivity disorder.*

McQuaide, S. (1999). A social worker’s use of the diagnostic and statistical manual. *Families in Society, 80*(4), 410-416. *(This article was also assigned in your SOWO 505 class, so just review this article)*

Poland, J. & Caplan, P. (2004). The deep structure of bias in psychiatric diagnosis. In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 9-23). NY: Jason Aronson. [electronic book] *This article is in an electronic book so I cannot download it to Sakai, but you can read it on the library website. It provides important background information.*


**Optional Reading:**
DSM-5: Neurodevelopmental Disorders, pp. 31-86.

**Week 2**

**Topic:** Bipolar and Related Disorders; Depressive Disorders

**Readings:**
Morrison text: Chapter 3

**Optional Readings:**
DSM 5: Mood Disorders, pp. 123-189
Sadock & Sadock: Chapter 12: Mood Disorders, pp. 200-235.

**Week 3**

**Topic:** Anxiety Disorders; Obsessive-Compulsive and Related Disorders; Trauma- and Stressor-Related Disorders

**Readings:**
Morrison text: Chapters 4, 5 and 6
Optional Readings:
DSM 5: Anxiety Disorders, OCD and related and Trauma and Stressor and Related, pp. 189-291.

| WEEK 4 |

| Topic: Substance-Related and Addictive Disorders |

| Readings: |
Morrison text: Chapter 15

| Optional Readings: |
DSM 5: Substance-Related Disorders, pp. 481-590

| WEEK 5 |

| MID-TERM EXAM- to be given in class at beginning of class |
| Topic: Schizophrenia Spectrum and Other Psychotic Disorders; |

| Readings: |
Morrison text: Chapter 2

| Optional Readings: |
DSM 5: Schizophrenia and Other Psychotic Disorders, pp. 87-122
Sadock & Sadock: Chapters 10 & 11: Schizophrenia, pp. 156-177, and Other Psychotic Disorders, pp. 178-199.


Poland, J. (2004). Bias and schizophrenia. In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 149-161). NY: Jason Aronson.


Sadock & Sadock: Chapter 7: Delirium, Dementia, Amnestic and Other Cognitive Disorders and Mental Disorders Due to a General Medical Conditions, pp. 46-79.


**Week 6**

**Topic:** Personality Disorders (Borderline/Antisocial); Feeding and Eating Disorders (Anorexia/Bulimia/Binge Eating Disorder)

**Readings:**

Morrison text: Chapters 9 and 17


**Optional Readings:**

DSM 5: Personality Disorders, pp. 645-684

DSM 5: Eating and Feeding Disorders, pp. 329-354

Sadock & Sadock: Chapter 23: Personality Disorders, pp. 375-392.


**WEEK 7**

**Final Exam Due by the end of the Day**

**Topic:** Disruptive, Impulse-Control, and Conduct Disorders (ODD/Conduct Disorder); Neurocognitive Disorders (Dementia)

**Readings:**
Morrison text: Chapters 14 and 16

**Optional Readings:**
DSM-5: Disruptive, Impulse-Control and Conduct Disorders, pp. 461-480
DSM-5: Neurocognitive Disorders, pp. 591-644