

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 767, Section 001
COURSE TITLE: Differential Diagnosis and Case Formulation
SEMESTER & YEAR: Fall 2020
TIME: Mondays, 5:30-8:30 pm
INSTRUCTOR: Marilyn Ghezzi, MSW, LCSW
 School of Social Work
 Tate-Turner-Kuralt Building, Campus Box 3550
 Phone: (919) 962-6490
 Email : mghezzi@email.unc.edu
OFFICE HOURS: Mondays 12-2 or by appointment
COURSE WEBSITE: <https://www.unc.edu/sakai/>
OFFICE LOCATION: 563-C

COURSE DESCRIPTION:

Course Description This course prepares students to take psychiatric histories, conduct mental status examinations, engage in differential diagnosis decision-making using the Diagnostic and Statistical Manual of Mental Disorders-5, write mental health reports, and begin case formulation for the purpose of treatment planning.

COURSE OBJECTIVES:

At the conclusion of this course:

1. Students will be able to use the *Diagnostic and Statistical Manual of Mental Disorders-5* to diagnose major mental health conditions.
2. Students will be able to distinguish between different disorders to complete a differential diagnosis, including issues of comorbidity, and perform diagnostic assessments.
3. Students will understand the potential effects of race, ethnicity, gender, age, culture, sexual orientation, and socioeconomic status on mental health diagnosis, particularly on disorder presentation, assessment, and access to care.
4. Students will be able to describe 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 are vulnerable and oppressed.
6. Students will demonstrate an understanding of ethical issues in assessment and diagnosis of mental health conditions.

7. Students will be prepared to take detailed and comprehensive psychiatric histories.
8. Students will understand the components of a mental status examination including Mini Mental State Exam.
9. Students will be able to convey their assessments in the form of a mental health evaluation report.

EXPANDED DESCRIPTION:

This course is designed for students who are interested in mental health interviewing, assessment, diagnosis, and case formulation. It builds on the foundation HBSE courses and the advanced practice/HBSE courses by furthering students' knowledge of mental disorders and how to complete a differential diagnosis using the DSM-5. Students will read case studies, view video vignettes of clients, and discuss case studies in small groups throughout the semester and gain confidence and expertise in using the DSM-5 and in completing formal mental health diagnostic evaluations. Students will learn how to take a psychiatric history, conduct a mental status examination, prepare a psychiatric evaluation report, and begin the process of case formulation for the purposes of clinical intervention.

REQUIRED TEXT:

Segal, D. (Ed.). (2019) *Diagnostic interviewing* (5th ed.). Springer Publishing.

<https://doi-org.libproxy.lib.unc.edu/10.1007/978-1-4939-9127-3>

This is available as an ebook through UNC library, no need to purchase it

RECOMMENDED TEXTS/READINGS:

You may wish to purchase these for your personal library but they are not required. Any articles I assign from them will be put on Sakai.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C.: American Psychiatric Press.

As a UNC student, you can access a free online version of DSM 5 at the following website:

<http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

Black, D.W., & Andreasen, N.C. (2014). *Introductory textbook of psychiatry* (6th ed.). Washington, D.C.: American Psychiatric Press.

This is available as an ebook through UNC library.

Dziegielewski, S.F. (2016). *Social work practice and psychopharmacology: A person-in-environment approach* (3rd ed.). New York, NY: Springer Publishing Company.

This is available as an ebook through UNC library.

<http://libproxy.lib.unc.edu/login?url=http://site.ebrary.com/lib/uncch/Doc?id=11207178>

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press.

Unlike the DSM-5 itself, this book includes clinical vignettes (130 of them) to facilitate understanding of the disorders discussed. The presentation of ICD-10-CM codes and individual disorder criteria and specifiers is also much clearer than in the DSM-5 manual, and a great deal of the manual's boilerplate verbiage has been deleted.

Morrison, J. (2014). *The first interview* (4th ed.). New York, NY: Guilford Press.

This book includes 21 chapters addressing issues such as how to conduct a mental status exam, interview informants, deal with client resistance, suicidality, and other challenging client behaviors, share your findings with clients, and communicate your findings to others.

Morrison, J. (2014). *Diagnosis made easier: Principles and techniques for mental health clinicians* (2nd ed.). New York, NY: Guilford Press.

In this text, Morrison examines the process of differential diagnosis and uses more than 100 clinical vignettes to exemplify 24 key diagnostic principles. These principles help practitioners learn how to conduct a differential diagnosis, decide what to do when information sources conflict, resolve uncertainty, address clients with multiple disorders/diagnoses and decide when physical illness may be causing mental health signs and symptoms.

Morrison, J. (2015). *When psychological problems mask medical disorders: A guide for psychotherapists* (2nd ed.). New York, NY: Guilford Press.

Nussbaum, A.M. (2013). *The pocket guide to the DSM-5 diagnostic exam*. Washington, D.C.: American Psychiatric Press.

This short guide is designed for interviewers at all levels of experience and as a companion for using the DSM-5. It is useful for beginners in learning to conduct a diagnostic interview but is not intended to replace the DSM-5

Petrovich, A. & Garcia, B. (2016). *Strengthening the DSM: Incorporating resilience and cultural competence*. (2nd ed.). New York, NY: Springer Publishing.

This book was written by two social work professors and they look at some of the key diagnoses through a strengths-based lens and a focus on diversity issues.

TEACHING METHODS AND CLASS PARTICIPATION

This course is structured as a seminar; all class members are expected to share responsibility for participating in discussions and activities. 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. It is also important to be considerate, supportive and respectful of classmates when working in small groups.

Since our class will be delivered online, it will consist of some synchronous and some asynchronous activities. Asynchronous activities (which you will complete outside of class) include narrated powerpoints, videos, reading case examples and posting in Forums on Sakai. Our synchronous activities (when we will come together as a group) will consist of discussions, video clips, experiential exercises, such as practicing assessments and practice diagnosing cases using the Zoom breakout rooms. Students will be expected to complete required asynchronous activities ahead of time and be prepared to discuss and ask questions about that content when we meet as a group online. Lack of participation will be reflected in student's participation grade which counts for 15% of the final grade. Informed participation means that you clearly demonstrate that you have completed assigned readings and activities for that week (such as posting in Forums, reading case examples, viewing the powerpoint, etc.) and can offer analysis, synthesis and evaluation of these materials. Excellent participation also means that your comments are thoughtful, focused and respectful.

Zoom expectations: I think Zoom works best for discussion if we all have our cameras turned on. I realize that there may be reasons that students cannot have the camera on and I ask that you let me know ahead of time if you are unable to have your camera on for a particular class. Please try to minimize distractions in your environment as much as possible for the sake of your own learning as well as your classmates' learning. You may need to use headphones on Zoom especially if you are accessing Zoom from your smart phone.

GRADING SYSTEM

Grade ranges this semester have been adjusted to allow more flexibility given the stress we are all currently experiencing.

H = 94 and above

P = 74 to 93

L = 70 to 73

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 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.

ACCESSIBILITY AND RESOURCES SERVICES

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by

email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please make an appointment with me to help me understand how I can best meet your needs in the classroom.

WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>

EQUAL OPPORTUNITY AND COMPLIANCE (EOC) STATEMENT:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the *Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services* (confidential), or the *Gender Violence Services Coordinators* (confidential) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu/>

This policy would be in effect if we were meeting in person: Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

ASSIGNMENTS

<i>Assignments</i>	<i>Due Date</i>	<i>Points</i>
Review and reaction paper	August 31	20
Take home mid-term exam	September 28	25
Take home final exam	November 22	40
Class participation and attendance	N/A	15

FURTHER INFORMATION ABOUT ASSIGNMENTS**Review and reaction assignment****Due date: August 31**

The purpose of this assignment is to encourage critical thinking about the nature of psychiatric diagnosis by examining cultural, philosophical, historical and economic aspects of the DSM as well as the idea of diagnosis as a social construct.

Please read all the articles in the folder on Sakai labeled “Review and Reaction paper”. This includes: a chapter from the book, *Crazy like us: The globalization of the American psyche*; two chapters from the book, *Making the DSM-5: Concepts and controversies*; and the article, Wakefield, J. C. (2013). DSM-5 and clinical social work: Mental disorder and psychological justice as goals of clinical intervention. *Clinical Social Work Journal*, 41(2), 131-138.

In this 5-6 page double-spaced paper explore your personal reactions to the readings provided. Please note that you should not be summarizing the readings. This assignment is an analysis and reaction to the readings, not a “book report”.

In your paper, discuss the following topics:

- What are your emotional reactions to the readings? Which of the arguments/examples are most compelling? Are there parts that you feel are problematic or poorly argued? What, if any, criticisms do you have of any of the readings?
- What do these materials have to say about the nature of psychiatric diagnosis? How much does it change your view of the DSM and the interventions we use to treat mental illness?
- What, if anything, might you do differently in your clinical practice based on the knowledge obtained from these articles?

It is fine to write in the first person for this assignment.

Grading criteria:

1. Does the paper demonstrate that the student has read and understood the texts? (5 pts)
2. Does the paper demonstrate graduate level critical thinking about the material? (7 pts)
3. Does the paper respond to the questions posed above? (5 pts)
4. Is the paper clearly written? (3 pts)

Mid-term exam**Due date: September 28**

This exam will be an open book take-home exam. It will consist of several short vignettes which you will answer questions about. The best way to prepare for this exam is to stay up to date on your reading.

Final exam**Due date: November 22**

The final exam will be an open book take-home exam. You will be given cases which you will answer questions about in an essay format. You will diagnose the cases and justify your diagnoses. For one of the cases, you will write out a mental status exam. Although the exam will be open book you are not allowed to consult with or discuss the exam with anyone other than the professor.

COURSE CALENDAR

Class session: Date	Class Topic
Class 1: August 10	Introduction to DSM-5, Differential Diagnosis and Ethical Issues
Class 2: August 17	Assessment; Mental Status Examination; Process of Differential Diagnosis
Class 3: August 24	Schizophrenia Spectrum and other Psychotic Disorders
Class 4: August 31	Bipolar and Depressive Disorders Review and reaction paper due at 11:59 pm: Upload to Dropbox on Sakai
September 7	No class- Labor Day
Class 5: September 14	Anxiety Disorders; Obsessive-Compulsive Disorders
Class 6: September 21	Trauma and Stressor-Related Disorders; Dissociative Disorders
Class 7: September 28	Neurodevelopmental Disorders Take home mid-term due
Class 8: October 5	Somatic Symptom Disorder; Neurocognitive Disorders
Class 9: October 12	Gender Dysphoria
Class 10: October 19	Substance Use Disorders
Class 11: October 26	Feeding and Eating Disorders; Sleep disorders
Class 12: November 2	Personality Disorders
Class 13: November 9	Disruptive, Impulse Control, and Conduct Disorders; Elimination Disorders
Class 14: November 16	Other Conditions that may be a focus of clinical attention (the Z codes); Paraphilic Disorders; Sexual Dysfunctions; Course wrap up
No class: November 22	Take-home final exam due at 11:59 pm; Upload to Dropbox on Sakai

DETAILED CLASS SCHEDULE**CLASS 1****Syllabus Review, Introduction to DSM-5 and Differential Diagnosis; Ethical issues in diagnosis****Required Reading****52 pages**

Petrovich, A. & Garcia, B. (2016). *Strengthening the DSM: Incorporating resilience and cultural competence*. (2nd ed.). (pp.34-46). New York: Springer Publishing.

Phillips, D. G. (2013). Clinical social workers as diagnosticians: Legal and ethical issues. *Clinical Social Work Journal*, 41, 205-211.

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). New York, NY: Jason Aronson.

Jones, S.C.T. & Neblett, E. (2019). The impact of racism on the mental health of people of color. In M.T. Williams, D.C. Rosen & J.W. Kanter (Eds.), *Eliminating race-based mental health disparities: Promoting equity and culturally responsive care across settings* (pp. 79- 97). Oakland, CA: New Harbinger.

Optional reading

Spiegel, A. (2005). The dictionary of disorder. *The New Yorker*, January 3, 2005, p. 56-63.

This article delves into the fascinating history of how the DSM was developed and further illuminates the arbitrary nature of diagnoses.

Kirschner, S.R. (2013). Diagnosis and its discontents: Critical perspectives on psychiatric nosology and the DSM. *Feminism and Psychology*, 23(1), 10-28.

CLASS 2**Assessment, Mental Status Examination, Process of Differential Diagnosis****Required Reading****68 pages**

Segal, D.L., June, A. & Pifer, M. (2019). Basics and beyond in clinical and diagnostic interviewing. In D.L. Segal (Ed.), *Diagnostic interviewing* (5th ed.) (pp. 3-28). New York: Springer Publishing.

Renn, B. N. & John, S.E. (2019). Mental status examination. In D.L. Segal (Ed.), *Diagnostic interviewing* (5th ed.) (pp. 77-102). New York: Springer Publishing.

Goodman, R., & Scott, S. (2012). *Child Psychiatry (3rd Ed.)*. (pp. 3-21) Somerset, NJ: John Wiley & Sons.
 Retrieved from <http://www.ebrary.com>
This is a very useful summary of how to conduct a diagnostic assessment with a child and how to make sense of the various presenting symptoms

CLASS 3

Schizophrenia Spectrum and Other Psychotic Disorders

Required Reading

54 pages

Peer, J. E. & Millman, Z.B. (2019). Schizophrenia. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.) (261-292). New York: Springer Publishing.

Vita, A., & Barlati, S. (2018). Recovery from schizophrenia: Is it possible? *Current Opinion in Psychiatry*, 31(3), 246. doi:10.1097/YCO.0000000000000407

Strakowski, S. (2015, July 2). Racial disparity in mental illness: Advice for clinicians. *Medscape*.

Meyers, B. S. (2014). Psychotic depression: Underrecognized, undertreated--and dangerous. *The Psychiatric Times*. <http://www.psychiatristimes.com/special-reports/psychotic-depression-underrecognized-undertreated-and-dangerous?GUID=A3D8DA4A-6126-4B08-9598-407C22ABF7A1&rememberme=1&ts=30072015>

Pearlstein, T., Monzon, T. & Lanza di Scalea, T. (2014). Postpartum psychosis: Updates and clinical issues. *The Psychiatric Times*, 31
<http://www.psychiatristimes.com/psychotic-affective-disorders/prepartum-or-postpartum-psychosis>

Optional Reading

Schwartz, E.K., Docherty, N.M., Najolia, G.M., & Cohen, A.S. (2019). Exploring the racial diagnostic bias of schizophrenia using behavioral and clinical-based measures. *Journal of Abnormal Psychology*, 128(3), 263-271.

Guloksuz, S., & van Os, J. (2018). The slow death of the concept of schizophrenia and the painful birth of the psychosis spectrum. *Psychological Medicine*, 48(2), 229-244. doi:10.1017/S0033291717001775

CLASS 4

Review and reaction paper due at 11:59 pm; please submit to Dropbox on Sakai

Bipolar and Related Disorders; Depressive Disorders

Required Reading

73 pages

- Connolly, S.L. & Miller, C.J. (2019). Bipolar Disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (239-260). New York: Springer Publishing.
- Feliciano, L., Gum, A.M. & Johanson, K.A. (2019). Depressive Disorders. In D. L. Segal (Ed.), *Diagnostic interviewing*. (5th ed.) (213-238). New York: Springer Publishing.
- Akinhanmi, M. O., Biernacka, J. M., Strakowski, S. M., McElroy, S. L., Balls Berry, J. E., Merikangas, K. R., . . . Frye, M. A. (2018). Racial disparities in bipolar disorder treatment and research: A call to action. *Bipolar Disorders*, 20(6), 506-514. doi:10.1111/bdi.12638
- Bobo, W. V. (2017). The diagnosis and management of bipolar I and II disorders: Clinical practice update. *Mayo Clinic Proceedings*, 92(10), 1532-1551. doi:10.1016/j.mayocp.2017.06.022
This article goes over some of the key information in your text, but it has several excellent summary charts that clarify key points. Take a look at it, even if you only look at the charts!

Optional Reading

- Frye, M.A. (2011). Bipolar disorder—A focus on depression. *New England Journal of Medicine*, 364, 51-59.
- Whooley, M.A. (2012). Diagnosis and treatment of depression in adults with comorbid medical conditions. *Journal of the American Medical Association*, 307, 1848-1857.
- Viguera, A.C., et al. (2008). Case 24-2008: A 35-year-old woman with postpartum confusion, agitation, and delusions. *New England Journal of Medicine*, 359, 509-515.

CLASS 5**Anxiety Disorders; Obsessive-Compulsive and Related Disorders****Required Reading****53 pages**

- Edwards, C.B., Billingsley, A.L. & Steinman, S.A. (2019). Anxiety disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (129-154). New York: Springer Publishing.
- Davis, M.L, McIngvale, E., Schneider, S.C., Goodman, W.K. & Storch, E.A. (2019). Obsessive-compulsive and related disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (155-178). New York: Springer Publishing.
- Lyons, S. (2018, July 19). Constant knots and an uneasiness in my stomach: This is how I experience anxiety. *Washington Post* <https://www.thelily.com/constant-knots-and-an-uneasiness-in-my-stomach-this-is-how-i-experience-anxiety/>

Optional Reading

Grant, J.E. (2014). Obsessive-compulsive disorder. *New England Journal of Medicine*, 371, 646-653.

Caren, G. S., & David Mataix-Cols. (2014). Hoarding disorder. *The New England Journal of Medicine*, 370, 2023-2030.

CLASS 6**Trauma and Stressor-Related Disorders; Dissociative Disorders****Required Reading**

70 pages

Lupesko-Persky, O. & Brown, L.M. (2019). Trauma and stressor-related disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (179-212). New York: Springer Publishing.

Bailey, T.D., Boyer, S.M. & Brand, B.L. (2019). Dissociative disorders. In D. L. Segal (Ed.) *Diagnostic interviewing* (5th ed.). (401-424). New York: Springer Publishing.

Hall-Clark, B., Sawyer, B., Golik, A., & Asnaani, A. (2016). Racial/ethnic differences in symptoms of posttraumatic stress disorder. *Current Psychiatry Reviews*, 12(2), 124-138.
<https://doi.org/10.2174/1573400512666160505150257>

Optional reading

Hinton, D. E., & Lewis-Fernández, R. (2011). The cross-cultural validity of posttraumatic stress disorder: Implications for DSM-5. *Depression and Anxiety*, 28(9), 783-801. doi:10.1002/da.20753

Although this is an older article it is an excellent summary about how trauma symptoms vary cross culturally. Some of its insights have been incorporated into the DSM-5 PTSD diagnostic criteria.

CLASS 7**Take home mid-term exam due at 11:59 pm; please submit to Dropbox on Sakai****Neurodevelopmental Disorders****Required Reading**

53 pages

Morrison, J. (2014). Neurodevelopmental disorders. In *DSM-5 made easy: The clinician's guide to diagnosis*. New York, NY: Guilford Press (pp. 17-54).

Mayes, S. D. (2018). Brief report: Checklist for autism spectrum disorder: Most discriminating items for diagnosing autism. *Journal of Autism and Developmental Disorders*, 48(3), 935-939. doi:10.1007/s10803-017-3401-0

Feldman, H.M. & Reiff, M.I. (2014). Attention deficit-hyperactivity disorder in children and adolescents. *New England Journal of Medicine*, 370, 838-846.

Jaswal, V.K. & Akhtar, N. (2018, July 13). How to meet autistic people halfway. *The New York Times*.

<https://www.nytimes.com/2018/07/13/opinion/autism-social-life-new-research.html>

Optional Reading

Volkow, N.D. & Swanson, J.M. (2013). Adult attention-deficit hyperactivity disorder. *New England Journal of Medicine*, 369, 1935-1944.

Baker, J.P. (2013). Autism at 70—redrawing the boundaries. *New England Journal of Medicine*, 369, 1089-1091.

Kurlan, R. (2010). Tourette's syndrome. *The New England Journal of Medicine*, 363, 2332-2338.

CLASS 8

Somatic Symptom Disorder; Neurocognitive disorders

Required Reading

59 pages

Yochim, B.P. & Potts, S. (2019). Consideration of neuropsychological factors in interviewing. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (103-128). New York: Springer Publishing.

Langa, K. M., & Levine, D. A. (2014). The diagnosis and management of mild cognitive impairment: A clinical review. *Journal of the American Medical Association*, 312(23), 2551-2561. doi:10.1001/jama.2014.13806

Dobbelstein, C.R. (2015). Somatic symptom and related disorders. In *Psychosomatic medicine*, K. Ackerman, A.F. DiMartini (Eds.). New York: Oxford University Press
<http://ebookcentral.proquest.com/lib/unc/detail.action?docID=2012686>

Malas, N., Ortiz-Aguayo, R., Giles, L. & Ibeziako, P. (2017). Pediatric somatic symptom disorders. *Current Psychiatry Reports*, 19(2) <https://doi-org.libproxy.lib.unc.edu/10.1007/s11920-017-0760-3>

Optional Reading

Marouf, F., Giallourakis, C., Baer, L., Hanau, M. & Holbert, B. (2013). Case 33-2013: A 40-year-old woman with abdominal pain, weight loss and anxiety about cancer. *New England Journal of Medicine*, 369, 1639-1647.

CLASS 9**Gender Dysphoria****Required Reading****40 pages**

Chodzen, G., Hidalgo, M., Chen, D., & Garofalo, R. (2019). Minority stress factors associated with depression and anxiety among transgender and gender-nonconforming youth. *Journal of Adolescent Health*, 64(4), 467-471.

Johnson, L. (2018). Scientific and cultural perspectives on the gender binary. In M.R. Kauth & J.C. Shipherd (Eds.), *Adult transgender care: An interdisciplinary approach for training mental health professionals* (pp. 20-29). New York: Routledge.

Schulz, S.L. (2018). The informed consent model of transgender care: An alternative to the diagnosis of gender dysphoria. *Journal of Humanistic Psychology*, 58(1), 72-92.

Yeoman, B. (2017). Inside out. *Duke Magazine*, 103(5), 36-43. <http://dukemagazine.duke.edu/article/duke-clinic-helps-transgender-youth-transition-to-new-identities>

Optional Reading

Daley, A. & Mule, N.J. (2014). LGBTQs and the DSM-5: A critical queer response. *Journal of Homosexuality*, 61(9), 1288-1312

CLASS 10**Substance-Related and Addictive Disorders****Required Reading****39 pages**

Paquette, C.E., Magidson, J.F., Swaminath, S. & Daughters, S.B. (2019). Substance use disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (325-348). New York: Springer Publishing.

Friedmann, P.D. (2013). Alcohol use in adults. *The New England Journal of Medicine*, 368, 365-373.

Evans, E.A., Grella, C.E., Washington, D.L. & Upchurch, D.M. (2017). Gender and race/ethnic differences in the persistence of alcohol, drug and poly-substance use disorders. *Drug and Alcohol Dependence*, 174, 128-136. doi:10.1016/j.drugalcdep.2017.01.021

Optional Reading

Karim, R., & Chaudhri, P. (2012). Behavioral addictions: An overview. *Journal of Psychoactive Drugs*, 44, 5-17.

O'Brien, C.P. (2008). A 50-year-old woman addiction to heroin: A review of the treatment of heroin addiction. *Journal of the American Medical Association*, 300, 314-321.

Knight, J.R. (2004). A 35-year-old physician with opioid dependence. *Journal of the American Medical Association*, 292, 1351-1357.

CLASS 11

Feeding and Eating Disorders

Required Reading

45 pages

Bohrer, B.K., Chapa, D.A., Exum, A., Richson, B., Voss, M.M. & Forbush, K.T. (2019). Eating disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (375-400). New York: Springer Publishing.

Rance, N., Clarke, V., & Moller, N. (2017). The anorexia nervosa experience: Shame, solitude and salvation. *Counselling & Psychotherapy Research*, 17(2), 127-136. doi:10.1002/capr.12097

Zickgraf, H. F., Franklin, M. E., & Rozin, P. (2016). Adult picky eaters with symptoms of avoidant/restrictive food intake disorder: Comparable distress and comorbidity but different eating behaviors compared to those with disordered eating symptoms. *Journal of Eating Disorders*, 4 doi:http://dx.doi.org/10.1186/s40337-016-0110-6

Optional reading

Hay, P., Chinn, D., Forbes, D., Madden, S., Newton, R., Sugenor, L., . Royal Australian and New Zealand College of Psychiatrists. (2014). Royal Australian and New Zealand college of psychiatrists clinical practice guidelines for the treatment of eating disorders. *Australian & New Zealand Journal of Psychiatry*, 48(11), 977-1008. doi:10.1177/0004867414555814

CLASS 12

Personality Disorders

Required Reading

42 pages

Bockian, N. (2019). Personality disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (293-324). New York: Springer Publishing.

Paris, J. (2018). Clinical features of Borderline personality disorder. In J. Livesly & R. Larstone (Eds.). (pp. 419-425). *Handbook of personality disorders: Theory, research and treatment*. New York, NY: Guilford Press.

Carey, B. (2011, June 23). An expert on mental illness reveals her own fight. *The New York Times*.
<https://www.nytimes.com/2011/06/23/health/23lives.html>

This article discusses the mental health struggles of Marsha Linehan, the developer of Dialectical Behavior Therapy.

Optional Reading

Calliess, I.T., Sieberer, M., Machleidt, & Ziegenbein, M. (2008). Personality disorders in a cross-cultural perspective: Impact of culture and migration on diagnosis and etiological aspects. *Current Psychiatry Reviews*, 4(1), 39-47.

CLASS 13

Disruptive, Impulse-Control, and Conduct Disorders; Elimination Disorders

Required Reading

73 pages

Shepard, J.A., Poler, J.E. Jr. & Grabman, J.H. (2017). Evidence-based psychosocial treatments for pediatric elimination disorders. *Journal of Clinical Child & Adolescent Psychology*, 46(6), 767-797, DOI: [10.1080/15374416.2016.1247356](https://doi.org/10.1080/15374416.2016.1247356)

Kimonis, E.R. & Frick, P.J. (2010). Oppositional defiant disorder and conduct disorder grown-up. *Journal of Developmental & Behavioral Pediatrics*, 31(3), 244-254.

Blair, J., Leibenluft, E. & Pine, D. (2014). Conduct disorder and callous-unemotional traits in youth. *New England Journal of Medicine*, 371, 2207-2216.

Liang, J., Matheson, B. E., & Douglas, J. M. (2016). Mental health diagnostic considerations in racial/ethnic minority youth. *Journal of Child and Family Studies*, 25(6), 1926-1940. doi:10.1007/s10826-015-0351-z

Mizock, L., & Harkins, D. (2011). Diagnostic bias and conduct disorder: Improving culturally sensitive diagnosis. *Child & Youth Services*, 32(3), 243-253. doi:10.1080/0145935X.2011.605315

Optional Reading

Atkins-Loria, S., Macdonald, H., & Mitterling, C. (2015). Young African-American men and the diagnosis of conduct disorder: The neo-colonization of suffering. *Clinical Social Work Journal*, 43(4), 431-441. doi:10.1007/s10615-015-0531-8

CLASS 14

Other Conditions that may be a focus of clinical attention (the Z codes); Sexual Dysfunction; Paraphilic Disorders; Course Wrap Up

Required Reading

30 pages

Pukall, C.F., Eccles, T. & Gauvin, S. (2019). Sexual dysfunctions, gender dysphoria and paraphilic disorders. In D. L. Segal (Ed.), *Diagnostic interviewing* (5th ed.). (349-374). New York: Springer Publishing.

Shorter, E. (2014). Sexual Sunday school: The DSM and the gatekeeping of morality. *The Virtual Mentor: VM*, 16(11), 932-937. doi:10.1001/virtualmentor.2014.16.11.mhst1-1411

**FINAL TAKE HOME EXAM DUE:
November 22, 11:59 pm. Please upload to Dropbox on Sakai.**