I. COURSE PURPOSE

This one-credit elective course is designed for foundation year and beginning advanced practice students. The purpose of the course is to provide the student with an ability to use the DSM-5 as a tool in mental health field placement settings under guidance from the field instructors. Students will gain an understanding of how to use the manual, and understand the diagnostic language in order to be able to participate in diagnostic discussions with mental health professionals from various disciplines. Human Behavior and the Social Environment I & II are prerequisites.

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>Competency #1 Professional Identity:</td>
<td>#2. Social workers practice with a clear understanding of the professional strengths,</td>
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<tr>
<td>Identify as a clinical social worker &amp; conduct</td>
<td>capacities, and limitations of clinical social</td>
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<tr>
<td>self accordingly.</td>
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<tr>
<td>Competency #2 Ethical Practice:</td>
<td>#1. Social workers recognize and manage personal biases as they affect the clinical relationship in the service of clients’ well-being:</td>
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<td>Apply social work ethical principles to guide clinical practice.</td>
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<tr>
<td>Competency #3 Critical Thinking:</td>
<td>#1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in an ongoing process of assessment and intervention; #3. Social workers include personal reflection in clinical decision making, are adept at differential diagnosis, and articulate both client strengths and vulnerabilities in the diagnostic process;</td>
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<tr>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
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<tr>
<td>Competency #4: Diversity in Practice:</td>
<td>#4. Social workers recognize and articulate to clients, and the service delivery system, the extent that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
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<td>Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice.</td>
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<tr>
<td>Competency #5 Human Rights &amp; Justice:</td>
<td>#1. Social workers use knowledge of the effects of oppression, discrimination and historical trauma on the client and client system to guide treatment planning and intervention;</td>
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<td>Advance human rights through understanding how social and economic justice factors impact clinical practice</td>
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<tr>
<td>Competency #7 Human Behavior:</td>
<td>#2. Social workers consult with other professionals when assessing clients, and partner with other professionals to coordinate treatment plans and monitor progress and challenges.</td>
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<td>Apply knowledge of human behavior and the social environment.</td>
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<tr>
<td>Competency #9 Practice Contexts:</td>
<td>#3. Social workers consult and collaborate with colleagues from other disciplines and demonstrate an understanding of the social worker's role in a multidisciplinary context.</td>
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<tr>
<td>Respond to contexts that shape practice.</td>
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<tr>
<td>Engage, assess, and intervene with individuals, families, and groups.</td>
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</tbody>
</table>
III. COURSE REQUIREMENTS

A. Required Texts

B. Highly Recommended Resources
DSM-5 Diagnostic Criteria Mobile App

For use with a smartphone or tablet, this app allows users to search the DSM-V by symptom, code, or disorder, and view the diagnostic criteria in detail.

C. Helpful Texts

D. Other Required Readings
There are other required readings listed for each week that come from scholarly journals. These articles are posted on Blackboard and can be accessed by going to [http://bb8.cua.edu](http://bb8.cua.edu). Students must login using their CUA username and password. Individuals not enrolled in this course may not have access to the Blackboard page or readings.

E. Course Assignments

1. Attendance and Class Presence/Participation

Students are expected to complete all assigned readings, arrive to class on time, and be fully prepared to actively participate in all class exercises and discussions. All clinical content in discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

Missing more than one class session will result in a significantly reduced grade, given that this class is only 4 sessions total. The only exceptions are student illness (with doctor’s note), illness of immediate family member, accident/hospitalization, or death of immediate family member. Arriving to class late or leaving early (30 minutes or more) will be considered an absence.

Class participation requires the student to have reviewed the readings in advance, and be fully present and engaged in the material for the entire class meeting. When in class, all pagers, cell phones, and other electronic devices should be turned off or set to silent operation. Computers or tablets should be used in class to further learning only, and not for other purposes.

2. Integrative Examination in class during Class 4 – open notes/open book.

F. Grading Policy

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements.

Revised 7/8/15
Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The assignments described above will be the basis for the final grade. Grades will be based on the extent to which students achieved course objectives as demonstrated by the quality of course assignments and class participation. The following weighting of course assignments will apply:

- In-Class Participation: 25%
- In-Class Exam: 75%

### Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
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</tbody>
</table>

G. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

H. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additionally, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

### IV. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements.

Revised 7/8/15
NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. **Scholastic Expectations**

   All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements:**

   Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   
   • Attend all classes and contribute constructively to the classroom culture
   • Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
   • Demonstrate competence in planning academic activities and in following through on those plans
   • Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
   • Use an appropriate level of class time and instructor’s time and attention in and out of class
   • Behave in a manner that is consistent with the ethical principles of the social work profession.

C. **Academic Honesty**

   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy ([http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm)) and appropriate Program Handbooks.

D. **Confidentiality**

   Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Revised 7/8/15
Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

V. CLASS SCHEDULE

Class 1: History of the DSM-5: Benefits & limitations of its use in social work practice.

Required Readings:
DSM-5: Classification, pp. xiii-xl; Preface, pp. xli-xliv; Section I: DSM-5 Basics, pp. 5-25


Class 2: Using the DSM-5 as part of strengths-based social work assessment: Dilemmas and opportunities.

Required Readings:
DSM-5: Section II: Diagnostic Criteria and Codes, pp. 31-727.*


Revised 7/8/15
Class 3: Using the DSM-5 as part of culturally-aware clinical social work practice

Required Readings:
DSM-5: Section II: Diagnostic Criteria and Codes, pp. 31-727.*
   Cultural Formulation, pp. 749-759.


Class 4: Open Book and Open Note Exam