

Course Syllabus

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Sociology, Social Work and Family Sciences

SWK6505 Advanced Clinical Assessment

3 Units

Fall 2026

August 31 - December 20

Canvas-Enhanced Face-to-Face (In-Person)

Meeting Days: Thursdays

Meeting Times: 6:00 p.m. - 8:45 p.m

Meeting Location: Mission Valley, Room 207

Final Exam: (Day/Time): N/A

Instructor: Carmen Cuevas

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(<mailto:CarmenCuevas@pointloma.edu>)

Phone: N/A

Office Location and Hours: by appointment

<https://calendar.app.google/P11NR2nueVLa5b9R7> 
(<https://calendar.app.google/P11NR2nueVLa5b9R7>)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Advanced assessment theories and research into the causes of mental disorders. Emphasis on developing differential diagnostic skills and holistic assessment from strengths and trauma-informed perspectives.



Course Learning Outcomes

1. Conduct a comprehensive biopsychosocial assessment that integrates person-in-environment, culture, identity, risk, resilience, strengths, and relevant biological, psychological, social, and environmental factors.
2. Apply DSM 5 TR diagnostic criteria and clinical judgment to develop diagnostic impressions while considering functional impairment, developmental factors, cultural context, and relevant assessment information.
3. Develop and justify differential diagnoses by comparing plausible diagnostic explanations, identifying missing information, and considering medical, substance-related, trauma-related, cultural, and environmental factors.
4. Develop a culturally responsive clinical case formulation that integrates assessment findings, diagnostic reasoning, client strengths, protective factors, and recommendations for intervention, referral, consultation, and reassessment.

SWK 6505 Advanced Clinical Assessment primarily addresses:

CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, integrating advanced practice behaviors associated with Competencies 6, 8, and 9. Course assignments provide students with opportunities to demonstrate advanced clinical assessment, diagnostic reasoning, person-in-environment assessment, strengths-based and culturally responsive practice, differential diagnosis, clinical consultation, treatment planning, and evaluation of assessment information.

By the end of the course, you should be more familiar with the following Council of Social Work Education's (CSWE) EPAS. A primary focus will be on CSWE 1, 3, 6, 7, & 9, which focus on:

Competency 1. Demonstrate Ethical and Professional Behavior

A1. Utilize ethical reasoning techniques to reach morally sound conclusions, grounded in a commitment to justice, compassion, and integrity, reflecting a deep responsibility to care for all people and the common good.

A2. Acknowledge and manage personal values through self-reflection and humility, striving to align one's actions with principles of love, humility, and service, while remaining open to growth and transformation.

Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

A5. When working with diverse groups, demonstrate self-awareness to recognize and reduce the impact of personal biases and values, cultivating a spirit of humility and openness to understanding others' experiences and perspectives.

A6. Implement techniques that are culturally appropriate and responsive, ensuring that evidence-based strategies are tailored to the unique needs of each community, and fostering an environment where all individuals are treated with dignity and respect.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities

A11. Demonstrate the ability to establish and maintain professional rapport in advanced practice settings by utilizing culturally responsive communication, active listening, and trauma-informed approaches, fostering trust and collaboration with diverse clients, families, groups, organizations, and communities.

Competency 7. Assess and Plan with Individuals, Families, Groups, and Communities

A12. Utilize advanced clinical and macro-level assessment techniques, incorporating the Person-in-Environment perspective, DSM-5-TR criteria, and strength-based approaches to evaluate biopsychosocial factors and inform evidence-based interventions, ensuring that the holistic needs of individuals are understood and addressed with compassion and wisdom.

A13. Apply differential diagnosis criteria, incorporating DSM-5-TR guidelines, biopsychosocial assessments, and evidence-based evaluation tools to accurately assess and consider a mental health diagnosis of clients, while always considering cultural, environmental, and systemic influences on mental health, with a focus on bringing healing, restoration, and



wholeness to those served. In a macro setting, applying differential diagnosis criteria involves assessing systemic, social, and environmental factors that affect mental health at a community or population level.

Course Related Diversity Elements: Culture, ethnicity, privilege, power, color, gender, poverty, country of origin

Program Learning Outcomes

1. Demonstrate understanding of integrated body of knowledge required of a “advanced generalist practitioner” as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an “advanced generalist practitioner.”
 - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
 - Demonstrate professional competency as defined by the CSWE competencies.

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

CSWE Core Competencies

Achievement of the program objectives relies on the successful ‘teaching’ and ‘shaping’ of students into professionals who successfully acquire personal competency in ten domains: nine domains identified by CSWE and one additional domain reflecting integration of the Christian foundation of the PLNU program. These domains inform the master of social work program design and curriculum and form the basis of student learning outcomes and core professional competencies to be achieved by students. Upon completion of the PLNU master of social work program, students are expected to demonstrate professional practice behaviors commensurate with the advanced generalist practitioner in each domain by practicing stated practice behaviors in their courses and field placement(s).

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities



7. Assess and plan with individuals, families, groups, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Service as an expression of faith

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Corcoran, Jaqueline, and Walsh, Joseph M. (2020). *Mental Health in Social Work—A Casebook on Diagnosis and Strengths Based Assessments*. Third Edition. Boston, MA: Pearson. (For more ISBN and price information, please see the listing at the Bookstore **ISBN10:0135171903 ISBN 13:9780135171905**)

Desk Reference to the Diagnostic Criteria from DSM-5-TR. (2022), Washington, D.C.: American Psychiatric Association. (Please see the listing at the Bookstore **ISBN10:0890425795 ISBN 13:9780890425794**)

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are available upon request.

Assessment and Grading

Distribution of Points

Assignment Category	Category Description	
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Case Vignette (4)	students will prepare the following for the case vignette presented below. Use the Case Vignette Outline (https://docs.google.com/document/d/1bNDkJ71qIpDWIq6tgL8y19gL7hutyOLVLx7MPfDSWh0/copy?usp=sharing) and support your responses with evidence from the case and the DSM-5-TR. Each vignette is 25 points. 1. Diagnosis 2. Rationale for the diagnosis 3. Additional Information Needed 4. Risk and Resilience Assmt for Onset 5. Risk and Resilience Assmt for Course	100
Differential Diagnosis Exercises (4)	Cases are listed in Canvas with further details provided. This assignment should be uploaded into Canvas. Student will prepare the following: Diagnosis, Rationale for the diagnosis, Additional Information Needed, Risk and Resilience Assmt for Onset, and Risk and Resilience Assmt for Course. Each exercise is 25 points.	100
Movie Assessment Paper: Clinical Assessment	Select a character from an approved film and complete a comprehensive assessment of one character using the information presented in the movie. The assessment should demonstrate clinical reasoning, application of DSM-5-TR diagnostic criteria, and integration of a strengths-based, trauma-informed, and Person-in-Environment perspective.	100
Midterm Clinical Consultation Lab	Students will prepare and briefly present a case in a small group. Their presentation will include the presenting concern and symptoms, strengths, risk and resilience factors, differential diagnosis, final diagnosis with clinical rationale, additional information needed, and one consultation question. Students will also serve as peer clinical consultants by asking questions, considering alternative diagnoses, and providing feedback. After the consultation, each student will complete a brief reflection on how the feedback informed their clinical thinking.	100
Final Examination	The final exam will have 50 questions at 2 points each. The exam covers course material from the Midterm Clinical Consultation Lab to the end of the semester. Students will need to consider DSM-5-TR diagnostic criteria, differential diagnosis, person-in-environment factors, strengths, trauma-informed practice, cultural context, and the need for additional assessment information when appropriate.	100



Companion Learning Activities	Students will review an assigned resource and/or video before class and must come prepared to discuss with the class. Each activity will provide approximately 60 minutes of asynchronous learning using credible professional resources from NIMH, SAMHSA, and the National Institute on Aging. These activities will complement the textbook and help students connect diagnostic content with clinical assessment, differential diagnosis, person-in-environment, culture and context, strengths, risk, and resilience. Participation in these learning activities is part of attendance.	50
Participation and Professional Engagement	The instructor will take roll call each session. Rather than points being based solely on attendance, points can also be awarded for preparation for class, engagement in case discussions, participation in clinical consultation activities, respectful peer collaboration, and application of course readings and resources.	

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D 60-69
- F 0-59

Content Warning

Content Notice: Due to the clinical nature of the course, students will engage with sensitive material through readings, case vignettes, videos, films, and class discussions. This course includes sensitive clinical material related to mental health assessment and diagnosis, including suicide and self-harm, trauma, violence, substance use, eating disorders, psychosis, grief and loss. These topics are included to support the development of competent and culturally responsive clinical assessment skills. Students are encouraged to practice self-awareness and to communicate with the instructor if support is needed, while remaining engaged with the course's essential learning objectives.

We acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings



of discomfort and upset. In response, it is encouraged that you come talk to your instructor or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Advanced Clinical Assessment and the instructor will support you throughout your learning in this course.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to your instructor in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session and as listed in the instructions when they are due—including assignments posted in Canvas. For work that is submitted after the deadline, a 10% reduction will be given. Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](https://my.pointloma.edu/pages/chaplains) (<https://my.pointloma.edu/pages/chaplains>) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success [by email \(mailto:studentsuccess@pointloma.edu\)](mailto:studentsuccess@pointloma.edu) or by phone at 619-563-2850. Please visit [myPLNU Student Success \(https://my.pointloma.edu/pages/student-success-center\)](https://my.pointloma.edu/pages/student-success-center) for more details. If you are in the School of Education, please contact [SOE Advising \(mailto:soeadvising@pointloma.edu\)](mailto:soeadvising@pointloma.edu).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#)



(<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow distance education outside California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior>) in the [University Catalog](#)  (<https://pointloma-public.courseleaf.com/grad-catalog>).



Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI. [APA Style: How to Cite ChatGPT](#) 
(<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) [by email](#) (<mailto:EAC@pointloma.edu>) or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of [OneLogin](#)  (<https://pointloma.onelogin.com/portal>). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through [Accommodate](#)  (<https://pointloma-accommodate.symplicity.com/>).

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.



If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage \(http://www.pointloma.edu/nondiscrimination\)](http://www.pointloma.edu/nondiscrimination).

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office \(https://www.pointloma.edu/title-ix\)](https://www.pointloma.edu/title-ix).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services \(mailto:counselingservices@pointloma.edu\)](mailto:counselingservices@pointloma.edu) or [consult the list of campus pastors \(https://www.pointloma.edu/title-ix/get-help-now\)](https://www.pointloma.edu/title-ix/get-help-now).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy \(http://www.pointloma.edu/nondiscrimination\)](http://www.pointloma.edu/nondiscrimination).

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)  (https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/) for additional details.

Synchronous Attendance/Participation Definition



For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick vid through](https://youtu.be/4H8KTZ4BOaY) (<https://youtu.be/4H8KTZ4BOaY>) and take time now to explore!



- **Grammarly** (<https://my.pointloma.edu/pages/writing-center-gps>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Course Schedule

Course Schedule

Week	Topic	Learning Activities	Required Readings Due	Assignments Due
1	Course Overview, Expectations Assignments	Review of syllabus Questions	None	None
2	Diagnosis in Social Work- Biopsychoso-cial Risk &Resilience &Strengths	Be prepared to discuss readings & Companion Learning Activity	CW (Corcoran/Walsh) textbook: Chapter 1 - Diagnosis and the Social Work Profession (pp. 1-7) Chapter 2 - Biopsychosocial Risk and Resilience and Strengths Assessment (pp. 8-18) Desk Reference,pages 3-14	
3	Autism Spectrum-	Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 3 - Autism Spectrum Disorder (pp. 19-35) Chapter 4 - Attention Deficit Hyperactivity Disorder (pp. 36-49) Desk Reference, pages 17-28	
4	ADHD	Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 4 - Attention Deficit Hyperactivity Disorder (pp. 36-49) Desk Reference,	



			pages 29-40	
5	Schizophrenia	Case Vignette Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 5 - Schizophrenia (pp. 50-65) Desk Reference, pages 41-55	DUE: Case Vignette 1
6	Bipolar Disorder	Case Vignette Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 6 - Bipolar Disorder (pp. 66-80) Desk Reference, pages 57-80	DUE: Case Vignette 2
7	Major Depressive Disorder Suicidal	SOUL SHOP Suicide Prevention Training Case Vignettes Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 7 - Major Depressive Disorder (pp. 81-96) Desk Reference, pages 81-98	DUE: Case Vignette 3
8	The Anxiety Disorders	Differential Diagnosis Exercises Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 8 - The Anxiety Disorders (pp. 97-107) Desk Reference, pages 99-110	IN-CLASS Activity Differential Diagnosis - Exercises #1 Mid-Course Survey
9	Obsessive-Compulsive	Differential Diagnosis Exercises	CW textbook:	IN-CLASS Activity Differential



	Disorders	Be prepared to discuss readings	Chapter 9 - Obsessive-Compulsive Disorder (pp. 108-115) Desk Reference, pages 111-120	Diagnosis - Exercises #2
10		Midterm Clinical Consultation Lab		Midterm Clinical Consultation Lab
11	PTSD-Trauma Dissociative Dis.	Differential Diagnosis Exercises Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 10 - Post-Traumatic Stress Disorder (pp. 116-127) Desk Reference, pages 121-142	IN-CLASS Activity Differential Diagnosis - Exercises #3
12	Eating Disorders	Differential Diagnosis Exercises Be prepared to discuss readings	CW textbook: Chapter 11 - Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, and Binge Eating Disorder (pp. 128-144) Desk Reference, pages 143-165	IN-CLASS Activity Differential Diagnosis - Exercises #4
13 <i>Thanksgiving Recess 11/26-27</i>	Oppositional Defiant & Conduct Disorders, Substance-Related & Addictive Disorders	Case Vignette Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 12 - Oppositional Defiant Disorder and Conduct Disorder (pp. 145-154) Chapter 13 - Substance-Related and Addictive Disorders (pp. 155-172) Desk Reference, pages 167-175, 181-234	DUE: Case Vignette 4



14	Gender Dysphoria & Alzheimer's Disease	Be prepared to discuss readings & Companion Learning Activity	CW textbook: Chapter 14 - Gender Dysphoria (pp. 173-185) Chapter 15 - Alzheimer's Disease (pp. 186-199) Desk Reference, pages 177-179, 235-267	
15	Borderline Personality Disorder	Be prepared to discuss readings Final Exam Review (The exam covers course material from the Midterm Clinical Consultation Lab to the end of the semester.)	CW textbook: Chapter 16 - Borderline Personality Disorder (pp. 200-215) Desk Reference, pages 269-323	DUE: Movie Assessment Paper: Clinical Assessment
16				FINAL EXAM

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon Aug 31, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/88351/assignments/1368318 	due by 11:59pm
Thu Oct 1, 2026	 WK5 Case Vignette 1 https://canvas.pointloma.edu/courses/88351/assignments/1368329 	due by 11:59pm



Date	Details	Due
Thu Oct 8, 2026	 WK6 Case Vignette 2 https://canvas.pointloma.edu/courses/88351/assignments/1368330 	due by 11:59pm
Thu Oct 15, 2026	 WK7 Case Vignette 3 https://canvas.pointloma.edu/courses/88351/assignments/1368331 	due by 11:59pm
Thu Oct 22, 2026	 WK8 In-Class Activity: Differential Diagnosis Exercise 1 https://canvas.pointloma.edu/courses/88351/assignments/1368332 	due by 11:59pm
Sun Oct 25, 2026	 Mid-Course Survey https://canvas.pointloma.edu/courses/88351/assignments/1368320 	due by 11:59pm
Thu Oct 29, 2026	 WK9 In-Class Activity: Differential Diagnosis Exercise 2 https://canvas.pointloma.edu/courses/88351/assignments/1368333 	due by 11:59pm
Thu Nov 5, 2026	 WK10 Midterm Clinical Consultation Lab https://canvas.pointloma.edu/courses/88351/assignments/1368324 	due by 11:59pm
Thu Nov 12, 2026	 WK11 In-Class Activity: Differential Diagnosis Exercise 3 https://canvas.pointloma.edu/courses/88351/assignments/1368325 	due by 11:59pm
Thu Nov 19, 2026	 WK12 In-Class Activity: Differential Diagnosis Exercise 4 https://canvas.pointloma.edu/courses/88351/assignments/1368326 	due by 11:59pm
Wed Nov 25, 2026	 WK13 Case Vignette 4 https://canvas.pointloma.edu/courses/88351/assignments/1368327 	due by 11:59pm
Thu Dec 10, 2026	 WK15 Movie Assessment Paper: Clinical Assessment https://canvas.pointloma.edu/courses/88351/assignments/1368328 	due by 11:59pm
Thu Dec 17, 2026	 WK16 Final Exam https://canvas.pointloma.edu/courses/88351/assignments/1368319 	due by 11:59pm



Date	Details	Due
Sun Dec 20, 2026	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/88351/assignments/1368321 	due by 11:59pm
	 Participation and Professional Engagement https://canvas.pointloma.edu/courses/88351/assignments/1368323 	due by 11:59pm
	 Guest Lecture Feedback (Extra Credit) https://canvas.pointloma.edu/courses/88351/assignments/1368322 	

