**To prepare:**

* Watch the video describing an MSE. Then watch the Sommers-Flanagan (2014) “Mental Status Exam” video clip. Make sure to take notes on the nine domains of the interview.
* Review the Morrison (2014) reading on the elements of a diagnostic interview.
* Review the 9 Areas to evaluate for a Mental Status Exam and example diagnostic summary write-up provided in this Week’s resources.
* Review the case example of a diagnostic summary write-up provided in this Week’s resources.
* Write up a Diagnostic Summary including the Mental Status Exam for Carl based upon his interview with Dr. Sommers-Flanagan.

By Day 7

**Submit** a 2- to 3-page case presentation paper in which you complete both parts outlined below:

Part I: Diagnostic Summary and MSE

Provide a diagnostic summary of the client, Carl. Within this summary include:

* Identifying Data/Client demographics
* Chief complaint/Presenting Problem
* Present illness
* Past psychiatric illness
* Substance use history
* Past medical history
* Family history
* Mental Status Exam (Be professional and concise for all nine areas)
  + Appearance
  + Behavior or psychomotor activity
  + Attitudes toward the interviewer or examiner
  + Affect and mood
  + Speech and thought
  + Perceptual disturbances
  + Orientation and consciousness
  + Memory and intelligence
  + Reliability, judgment, and insight

Part II: Analysis of MSE

After completing Part I of the Assignment, provide an analysis and demonstrate critical thought (supported by references) in your response to the following:

* Identify any areas in your MSE that require follow-up data collection.
* Explain how using the cross-cutting measure would add to the information gathered.
* Do Carl’s answers add to your ability to diagnose him in any specific way? Why or why not?
* Would you discuss a possible diagnosis with Carl at this point in time? Why?

Sources That need To be Cited

Required Readings

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

* Chapter 10, “Diagnosis and the Mental Status Exam” (pp. 119–126)
* Chapter 17, “Beyond Diagnosis: Compliance, Suicide, Violence” (pp. 271–280)

[American Psychiatric Association. (2013t). Use of the manual. In Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author. doi:10.1176/appi.books.9780890425596.UseofDSM5](https://doi-org.ezp.waldenulibrary.org/10.1176/appi.books.9780890425596.UseofDSM5" \o "Use of the Manual" \t "_blank)

[American Psychiatric Association. (2013). Assessment measures. In Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author. doi:10.1176/appi.books.9780890425596.AssessmentMeasures](https://doi-org.ezp.waldenulibrary.org/10.1176/appi.books.9780890425596.AssessmentMeasures" \o "Assessment Measures" \t "_blank)

Focus on the “Cross-Cutting Symptom Measures” section.

[Chu, J., Floyd, R., Diep, H., Pardo, S., Goldblum, P., & Bongar, B. (2013). A tool for the culturally competent assessment of suicide: The Cultural Assessment of Risk for Suicide (CARS) measure. Psychological Assessment, 25(2), 424–434. doi:10.1037/a0031264](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mnh&AN=23356681&site=eds-live&scope=site" \o "A tool for the culturally competent assessment of suicide: the Cultural Assessment of Risk for Suicide (CARS) measure" \t "_blank)

[Osteen, P. J., Jacobson, J. M., & Sharpe, T. L. (2014). Suicide prevention in social work education: How prepared are social work students?. Journal of Social Work Education, 50(2), 349-364.](https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=95704752&site=ehost-live&scope=site" \o "Suicide Prevention in Social Work Education: How Prepared Are Social Work Students?" \t "_blank)

[Blackboard. (2018). Collaborate Ultra help for moderators. Retrieved from https://help.blackboard.com/Collaborate/Ultra/Moderator](https://help.blackboard.com/Collaborate/Ultra/Moderator" \o "Collaborate Ultra help for moderators" \t "_blank)

**[Note:](https://help.blackboard.com/Collaborate/Ultra/Moderator" \o "Collaborate Ultra help for moderators" \t "_blank)** [Beginning in Week 4, you will be using a feature in your online classroom called Collaborate Ultra. Your Instructor will assign you a partner and then give you moderator access to a Collaborate Ultra meeting room. This link provides an overview and help features for use in the moderator role.](https://help.blackboard.com/Collaborate/Ultra/Moderator" \o "Collaborate Ultra help for moderators" \t "_blank)

**[Document:](https://class.content.laureate.net/8884b71498ea0697f9bd3ea6e2973217.docx" \o "Case Collaboration Meeting Guidelines)** [Case Collaboration Meeting Guidelines (Word document)](https://class.content.laureate.net/8884b71498ea0697f9bd3ea6e2973217.docx" \o "Case Collaboration Meeting Guidelines)

**[Document:](https://class.content.laureate.net/6b4b19bd338f37ebf8e62331b9df99cc.pdf" \o "Collaborating With Your Partner (PDF)" \t "_blank)** [Collaborating With Your Partner (PDF)](https://class.content.laureate.net/6b4b19bd338f37ebf8e62331b9df99cc.pdf" \o "Collaborating With Your Partner (PDF)" \t "_blank)

**[Document:](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)**[Diagnostic Summary Example (Word document)](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)

**[Note:](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)**[This is an example of a diagnostic summary that can be used as a template for Part I of the Assignment.](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)

Required Media

Accessible player 

Laureate Education (Producer). (2018b). *Psychopathology and diagnosis for social work practice podcast: The diagnostic interview, the mental status exam, risk and safety assessments* [Audio podcast]. Baltimore, MD: Author.

[MedLecturesMadeEasy. (2017, May 29).](https://youtu.be/RdmG739KFF8" \t "_blank) *[Mental status exam](https://youtu.be/RdmG739KFF8" \t "_blank)* [[Video file]. Retrieved from https://youtu.be/RdmG739KFF8](https://youtu.be/RdmG739KFF8" \t "_blank)

[Sommers-Flanagan, J., & Sommers-Flanagan, R. (Producers). (2014).](https://waldenu.kanopy.com/video/clinical-interviewing-intake-assessment-ther" \o "Clinical Interviewing: Intake, Assessment & Therapeutic Alliance" \t "_blank) *[Clinical interviewing: Intake, assessment and therapeutic alliance](https://waldenu.kanopy.com/video/clinical-interviewing-intake-assessment-ther" \o "Clinical Interviewing: Intake, Assessment & Therapeutic Alliance" \t "_blank)* [[Video file].](https://waldenu.kanopy.com/video/clinical-interviewing-intake-assessment-ther" \o "Clinical Interviewing: Intake, Assessment & Therapeutic Alliance" \t "_blank)

* Watch the “Suicide Assessment Interview” segment starting at 01:44:37. This is the interview with Tommi, which will be used for the Discussion.
* Watch the “Mental Status Examination” segment starting at 01:22:23. This is the case of Carl, which will be used for the Application.

**[Document:](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)**[Diagnostic Summary Example (Word document)](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)

**[Note:](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)**[This is an example of a diagnostic summary that can be used as a template for Part I of the Assignment.](https://class.content.laureate.net/4b58e9ac7bb16f146231db843b6a8fde.docx" \o "Diagnostic Summary Example)