

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
NASHVILLE CAMPUS

SW 537 - INTRODUCTION TO PSYCHOPATHOLOGY AND SOCIAL WORK PRACTICE
CRN 30585 Section #: 014 3 Credit Hours

Semester: Spring 2018

Instructor: Teri

Abrams, PhD, LCSW

Virtual Office Hours: After class and by appointment

Email: tabrams1@utk.edu

Phone: 615-256-1885 EXT. 146

Mandatory on-line, live class sessions: 1/10, 2/21, 4/4

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall, Knoxville, TN, (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom

and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

I. COURSE DESCRIPTION:

This is a required concentration course. The course examines psychopathology and mental disorders from an ecological perspective. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment and the development of social work interventions. Ethical issues, collaboration with families, knowledge of psychopharmacology and the varied roles social workers play in mental health settings will be stressed.

The Diagnostic Statistical Manual (DSM-IV-TR) is used as an organizing framework for reviewing major mental disorders. Discussion of the strengths and weaknesses of this system, the role of social workers in psychiatric diagnosis, the relationship of diagnosis to social work assessment and practice, and issues of ethical practice, and an emphasis on diagnosis, assessment, ethical issues in practice with diverse/multicultural clients/client systems are a critical part of the course. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, adolescents, and children. Knowledge of psychopharmacology and the roles social workers play regarding medication with clients as part of an interdisciplinary treatment team will be covered.

II. COURSE RATIONALE:

The course examines psychopathology and mental disorders from a systems and ecological perspective. Emphasis is placed on understanding biopsychosocial and cultural influences on the incidence, course, and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations at risk. Current research from biological psychiatry and sociological work regarding the impact of poverty, race, class, social causation and labeling theories and the stress, coping, social support models are highlighted. Special attention is also placed on understanding the human experience of mental illness through the study of subjective experience of clients and the experience of family burden.

III. COURSE COMPETENCIES:

By the completion of the course, the students are expected to be able to demonstrate:

1. Describe different theoretical approaches for the study of psychopathology. *4.3, 4.5 (Content: perspectives of psychopathology; the public health model and social justice; understanding the global burden of mental illness; overview of diagnosis and classification; ecological and strengths perspectives).*
2. Identify the components of comprehensive assessment with individual clients including differential diagnosis and psychosocial evaluation. *3.5 (Content: psychopathology for diverse populations; mental health disparities across diverse populations).*

3. Identify, describe, and distinguish the major types of psychopathology including symptomology, etiology, and coping mechanisms. 4.3 (*Content: introduction to multi-axial diagnostic criteria*).
4. Identify and critically analyze theories of human growth and development that contribute to understanding psychopathology. 2.1 (*Content: neurobiology, risk and resilience, attachment, trauma, diversity assessment models*).
5. Describe the interaction of biological, sociological, psychological, risk and resiliency factors in the development of psychopathology. 2.1, 2.4 (*Content: neurobiology, risk and resilience, attachment and trauma*).
6. Identify the effects of ethnicity, race, culture, economic status, sexual orientation, age, gender, physical and mental ability, and vulnerability on maladaptive behavior. 3.3, 3.1, 4.1 (*Content: diversity assessment model; ecological and strengths perspective; psychopathology for diverse populations; mental status examination; psychological testing*).
7. Apply knowledge of psychopathology to formulate differential diagnosis and identify the implication of diagnosis for evidence-based social work interventions. 4.3, 2.1 (*Content: specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders*).
8. Explicate an understanding of the ethical issues encountered in assessment and intervention with clients with psychopathology and demonstrate the ability to analyze ethical dilemmas. 1.3, 3.5 (*Content: NASW Code of Ethics, ethical principles, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions*).

IV. **LEARNING ENVIRONMENT:**

The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice-over PowerPoint, discussion blogs, reading assignments, assignments involving social media, in-class activities, and group presentations.

Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations. Therefore, all class participants must observe strict rules of professional conduct including treating all information about current human service organizations as confidential, not to be discussed with anyone other than classmates or the Instructor.

V. **REQUIRED TEXTS**

Corcoran, J. & Walsh, J. (2015). *Mental health in Social Work: A Casebook in Diagnosis and Strengths-based Assessment* (DSM 5 Update). New Jersey: Pearson Education.

APA (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Association: Washington DC.

APA (2013). *Desk Reference to the Diagnostic Criteria from the DSM-5*. American

Psychiatric Association: Washington DC.

NOTE: *These texts will be referenced in course quizzes and assignments. While weekly readings are not assigned for each text, you are expected to use these texts as references both during the class and in your practice.*

Also required:

Walls, Jeannette. (2005) *The Glass Castle: A memoir*. New York: Scribner

* This assessment paper assignment will require to read “The Glass Castle.” Students will choose a character from the novel in order to complete this paper. Please review the instructions in the syllabus (below), as well as on Canvas. These instructions are located in the Assignments section of blackboard.

Additional readings will be assigned and posted to Canvas.

VI. EVALUATION PROCEDURES AND GRADES

The course grade will be based on 4 online quizzes, 4 group discussions, and a paper. Students are expected to read the assigned articles/chapters thoughtfully. The course grade will be computed as follows:

Three Quizzes		50 points
Social Work Interview		5 points
Policy Reflection		5 points
Self-Care Assignment		5 points
Case Conceptualization Assignment	15 points	
Assessment Paper		20 points
	Total	100 points

VII. ASSIGNMENTS

QUIZZES (50 points)

Quizzes will be available on Canvas and the due dates will be clearly stated (and are listed in the Course Outline below). You may access the quizzes in the assignment section of Canvas.

Quiz 1 will assess competencies 1, 5; Dimensions of Knowledge, Cognitive & Affective Processes, Values (20 points)

Due 2/25/18

Quiz 2 will assess competencies 2-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill (20 points)

Due 3/25/18

Quiz 3 will assess competencies 2-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill (10 points)

Due 4/15/18

LATE QUIZZES AND GROUP DISCUSSIONS WILL NOT BE ACCEPTED

FOR PAPERS: 10 points will be deducted each day that it is submitted late for the first 4 days. On the 5th day post-due date, the paper will not be accepted and the grade will result in a 0.

Please note: This is a graduate level course where your professionalism when writing a paper or completing an assignment will factor into your grade. The professor reserves the right to deduct up to 10 points from any assignment that is considered non-graduate level course work.

CASE CONCEPTUALIZATION ASSIGNMENT (15 points)

Due 2/18, 3/11, and 4/8/18

Part of learning how to complete an assessment, assign a diagnosis and formulate a treatment plan is by practicing it. The week prior to completing this assignment in class, your small group (assigned by Dr. Abrams) will be given a case study from the readings. With this case study, you will follow a specific assessment model to plug in your findings. Then, as a group, you will present your case findings to the class in the form of a brief PowerPoint presentation. You will complete one of these case conceptualization assignments 3 times throughout the semester. The dates they will take place can be found in your Course Outline. You can find a detailed rubric on Canvas. (The Case Conceptualization Assignment assess competencies 3, 6, 7 and 8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill, Values).

SELF-CARE ASSIGNMENT (5 points)

Due 2/5, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25, 4/8, and 4/11/18

As you progress into the field of social work, you will find that self-care is vital to sustain your role in this profession. Self-care can often times prevent burnout in our profession, as well as your time here in graduate school. For this assignment, please see a more detailed rubric in Canvas. You will see the due dates for this assignment in the Course Outline. There are 10 assigned dates as each submission is worth 0.5 points.

ASSESSMENT PAPER (20 points)

Due 3/4/18

You will need to read either the nonfiction book, *The Glass Castle*, by Jeanette Walls. Based on a character that you select from the book or the movie, you will need to demonstrate content from all of the course competencies. (The Assessment Paper assignment will assess competencies 1-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill, Values). This paper will average 4-6 pages in length and include the following rubric:

- 1) Define the disorder of the character you have chosen to assess: Note all the pertinent symptoms, risk factors, and how said symptoms may present clinically. (4 points)
- 2) Etiology/Neurobiology: Critically assess any theories as to the cause of the disorder. This can include social, genetic, or psychological explanations. Be sure to discuss any neurobiological explanations of the disorder. (4 points)
- 3) Prevalence: Use research statistics to describe the general prevalence of the disorder as well as the prevalence among pertinent subgroups as defined by age, sex, race, ethnicity, sexual orientation etc. (4 points)

- 4) Evidence base for practice: Review the research literature to determine the most empirically supported assessment measures and interventions (including psychopharmacological interventions if there are any). Be sure to cite the studies supporting your assertion and defend why you have chosen these studies as the most rigorous. (4 points)
- 5) Diversity: Critically analyze any issues that you have discovered in the literature to guide clinicians on appropriate diagnosis and treatment of this disorder in pertinent subgroups. These subgroups can be defined by race, ethnicity, sex, sexual orientation, age or any other pertinent grouping. (4 points)
- 6) Professionalism: Please note that grammar, proper use of subject headings, spelling, content and over all organization of your paper/assessment will be factored into your 20 points. Please note that up to 10 points can be deducted from your overall score due to lack of professionalism

SOCIAL WORK INTERVIEW (5 points)

Due 3/25/2018

In our profession, we often find that consulting with other social workers is beneficial to our learning experiences. For this assignment, you will identify a social worker who works in an agency, facility, etc. This social worker needs to be treating or working with individuals who have a diagnosis that you are interested in learning more about or possibly future work with individuals who have this diagnosis. This interview can take place either in person or over the phone. If you need help finding a social worker to interview, please let Dr. Abrams know early enough in the semester so that she can assist you with finding one. Please see the complete rubric found in Canvas in the Assignments section. (The Social Worker Interview will assess competencies 1 & 8; Dimensions of Knowledge, Cognitive & Affective Processes, Vales).

POLICY REFLECTION (5 points)

Due 4/22/18

Policies have a profound effect on our profession, especially mental illness. For this assignment, you are required to research a specific policy that could or does negatively affect mental illness or the treatment of mental illness. You can find a detailed rubric on Canvas. (The policy reflection paper assesses competencies 1 and 8; Dimensions of Knowledge, Cognitive & Affective Processes, Vales).

FOR PAPERS: 10 points will be deducted each day that it is submitted late for the first 4 days. On the 5th day post-due date, the paper will not be accepted and the grade will result in a 0.

Please note: This is a graduate level course where your professionalism when writing a paper or completing an assignment will factor into your grade. The professor reserves the right to deduct up to 10 points from any assignment that is considered non-graduate level course work.

VIII. EVALUATION PROCEDURES AND GRADES

A (95-100) Outstanding/Superior: Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Good: Student consistently meets normal expectations for the course.

C+ (80-84) Average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor: There is lack of understanding of content. Student does not meet expectations.

F (69-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.

IX. COURSE OUTLINE

Class #1

Introduction to the Course:

- Please print out the syllabus for the class. We will discuss all required assignments. If you have any question, please let me know.
- In this class, we will divide up into “Interdisciplinary Teams” which will remain the same membership all semester. You may identify your team by accessing the “Groups” tab on Canvas. This is the team with which you will also complete your Case Conceptualization Assignments.
- Small group meetings should use “Zoom” for group discussions and assignment planning/preparation.

Please “meet” in your small groups to discuss (**Group rosters can be found in “Groups” tab on Canvas**):

- Which mental health disorder are you most interested in working with and why?
- Which mental health disorder do you perceive to be the most challenging to work with and why?
- Each group should post a short summary of what points were important to their group discussion in the course blog.

Live Session: 1/10/18, 5:30-7:00PM

Class #2

Please prepare for class by reading:

- Corcoran and Walsh: Chapter 1 – Diagnosis and the Social Work Profession
- Kutchins, H. and Kirk, S.A. (1995). Should DSM be the basis for teaching social work practice in mental health? No! *Journal of Social Work Education*, 95(31), 159-165. (Scanned reading)
- Williams, J.B.W. and Spitzer, R.L. (1995). Should DSM be the basis for teaching social work practice in mental health? Yes! *Journal of Social Work Education*, 95(31), 148-153. (Scanned reading)
- **Please note:** In the Canvas folder for this week’s outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

Please prepare for class by listening to:

Podcast:

- An overview of Actual DSM-5

For week 3:

- Please submit your Self-care Assignment #1 to Canvas (in the assignments section) by **2/5/18**, no later than 11:50 PM CST.
-

Class #3

There will be two parts to this class. In the first half of class, we will be discussing Corcoran and Walsh's Chapter 2 as well as the other two readings listed. In the second half of class, we will be talking about cultural competence as it relates to mental health assessment and diagnosis.

Prior to class, please read:

- Corcoran and Walsh: Chapter 2 – Biopsychosocial Risk and Resilience and Strengths Assessment
- Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 233-242.
- Trzepacz, P.T., & Baker, R.W. (1993). *The psychiatric mental status examination*. Oxford University Press. Chapter 3: Mood and Affect, pp. 39-52; Chapter 5: Thought Process, Thought Content, and Perception, pp. 83-120.
- “DSM-5 on Culture: A Significant Advance”

- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

- Understanding the MSE – Lisa (w/- commentary) (11:15)
<https://www.youtube.com/watch?v=83i2MWMqph8>
- “DSM-5 on Culture: A Significant Advance” (blog post uploaded to Canvas)

Please prepare for class by listening to:

Podcasts:

- "Behind Mental Health Stigmas in Black Communities"
<http://www.npr.org/2012/08/20/159376802/behind-mental-health-stigmas-in-black-communities>

Podcast:

- Our Spirits Don't Speak English: Indian Boarding School (5:27)
<https://www.youtube.com/watch?v=qDshQTBh5d4>

Be prepared to:

- Contribute to Canvas blog regarding Cultural Competence in the Mental Health Assessment and Diagnosis Process.

For week 4:

- Please submit your Self-care Assignment #2 to Canvas (in the assignments section) by **2/11/18**, no later than 11:59 PM CST.

Class #4

Please prepare for class by having read:

- Corcoran and Walsh - Neurodevelopmental Disorders: Chapter 3 – Autism Spectrum Disorder and Chapter 4 – Neurodevelopmental Disorders

- Ricles, B. (2017). The relationship between adverse childhood events, resiliency and health among children with autism. *Journal of Autism and Developmental Disorders*, 47, 187-202.

- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

Please prepare for class by having watched:

- Early Signs of Autism Video Tutorial (9:02)
<https://www.youtube.com/watch?v=YtvP5A50HpU>
- Living with ADHD – BBC Documentary (48:58)
<https://www.youtube.com/watch?v=5lrcxm0oIB8>

For week 5:

- Please submit your Self-care Assignment #3 to Canvas (in the assignments section) by **2/18/18**, no later than 11:59 PM CST.
- Please choose the case your group will review for next week's Case Assessment Assignment. Case Conceptualization PowerPoint Presentation #1 should be submitted no later than **2/18/18**, 11:59 PM CST. *Groups will follow the Case Conceptualization Assignment directions for the purpose of this assignment.*

Class #5

Please prepare for class having read:

- Corcoran and Walsh: Schizophrenia Spectrum and Other Psychotic Disorders: Chapter 5: Schizophrenia
- Barnes, A. (2008). Race and hospital diagnoses of schizophrenia and mood disorders. *Social Work*, 53(1), 77-83.
- Carpenter, V., Bernacchio, C. & Burker, E. (2013). Use of evidence based practice in rehabilitation counseling: Facilitating recovery and community integration for persons with schizophrenia. *Journal of Applied Rehabilitation Counseling*, 44(3), 11-22.
- Cohen, M. (2008). Emerging from schizophrenia. *Schizophrenia Bulletin*, 34(3), 406- 407.
- Scotti, P. (2009). Recovery as discovery. *Schizophrenia Bulletin*, 35(5), 844-846.
- Whitfield C., Dube S., Felitti V., Anda R. (2005). Adverse childhood experiences and hallucinations. *Child Abuse and Neglect*. 29 (7).
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

Please prepare for class by listening to:

- A podcast: "Living with Schizophrenia"

For week 6:

- Please take Quiz 1 located in the Assignments section of Canvas by **2/25/18**, no later than 11:59PM CST.
 - Please submit your Self-care Assignment #4 to Canvas (in the assignments section) by **2/25/18**, no later than 11:59 PM CST.
-

Class #6

Please prepare for class by reading:

- Corcoran and Walsh: Bipolar and Related Disorders: Chapter 6: Bipolar and Related Disorders and Chapter 7: Depressive Disorders
- Belle, D., & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27(2), 101- 113.
- Chapman D., Anda, R., Felitti, V., Dube S., Edwards V., Whitfield, C. (2004). Adverse childhood experiences and the risk of depressive disorders in adulthood. *Journal of Affective Disorders*. 82.
- *Harvard Mental Health Letter* (February 2008). Recognizing and treating depression in the elderly. 24(8), 1-3.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

And listening to:

- A podcast: "Bipolar Disorder and DMDD"
- A video titled "Living with Bipolar Disorder"
- Out of Our Right Minds: Trauma, Depression and Black Women (24:32)
<https://vimeo.com/13770833>

For week 7:

- Please submit your Assessment Paper to Canvas by **3/4/18**, no later than 11:59 PM CST. *Students should follow assignment rubric for this paper.*
 - Please submit your Self-care Assignment #5 to Canvas (in the assignments section) by **3/4/18**, no later than 11:59 PM CST.
-

Class #7

Please prepare for class by reading:

- Corcoran and Walsh: Chapter 8 – The Anxiety, Obsessive-Compulsive, and Trauma and Stressor-Related Disorders
- D'Alessandro, T. M. (2009). Factors influencing the onset of childhood obsessive compulsive disorder. *Pediatric Nursing*, 35, 43-46.
- Sloan, D. M., Bovin, M. J., & Schnurr, P. P. (2012). Review of group treatment for PTSD. *Journal of Rehabilitation, Research, and Development*, 49, 689-702.
- Shonkoff, J. and Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *American Academy of Pediatrics*.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

Please prepare for class by viewing:

- Now, After (PTSD From a Soldier's POV) (13:45)
<https://www.youtube.com/watch?v=NkWwZ9ZtPEI>
- Failure to Form an Attachment: The role of attachment in infancy on later mental and physical health outcomes
<https://www.youtube.com/watch?v=6bul1meciGE>

For week 8:

- Please submit your 2nd Case Conceptualization Assignment no later than 11:59 PM on **3/11/18**. See *directions for the purpose of this assignment*.
- Please submit your Self-care Assignment #6 to Canvas (in the assignments section) by **3/11/18**, no later than 11:59 p.m. CST.

3/12/18-3/16/17 – Spring Break

Class #8

Please be prepared for class by reading:

- Corcoran and Walsh: Chapter 9 – Eating Disorders and Chapter 11 – Substance-Related and Addictive Disorders.
- Ashley, O., Marsden, M.E., & Brady, T. (2003). Effectiveness of substance abuse treatment programming for women: A review. *American Journal of Drug and Alcohol Abuse*, 29, 19-54.
- Buser, J. K. (2010). American Indian adolescents and disordered eating. *Professional School Counseling*, 14, 146-155.
- *Harvard Mental Health Letter* (July 2002). Treatment of bulimia and binge eating, 19(1), July 2002, 1-4.
- *Harvard Mental Health Letter* (August 2009). Treating anorexia nervosa. 26(2), August 2009, 1-3.
- Walls, N.E., Freedenthal, S., & Wisneski, H. (2008). Suicidal ideation and attempts among sexual minority youths receiving social services. *Social Work*, 53(1), 21-29.

Please contribute to the blog discussion about the following:

- Frontline: The meth epidemic
<http://www.pbs.org/wgbh/pages/frontline/meth/>
- **For Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

For week 9:

- Please submit Quiz #2 located in the Assignments section of Canvas by **3/25/18** no later than 11:59 PM. CST.
- Please submit your Self-care Assignment #7 to Canvas (in the assignments section) by **3/25/18**, no later than 11:59 PM CST.
- Please submit your Social Work Interview Assignment to Canvas no later than 11:59 PM CST, **3/25/18**.

Class #9

Please prepare for class having read:

- Corcoran and Walsh: Chapter 10 – Oppositional Defiant Disorder and Chapter 12 – Alzheimer's Disorder

- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

For week 10:

- Please submit your Self-care Assignment #8 to Canvas no later than 11:59 PM CST, **4/1/18**.
-

Class #10

Please prepare for class having read:

- Corcoran and Walsh: Chapter 13– Personality Disorders
- Dziegielewski, Sophia F. (2014). *DSM-5 In Action (3rd Ed.)*. Hoboken, New Jersey: John Wiley and Sons. Chapter 10 (scanned reading)

Please prepare for class by viewing video:

Living with Borderline Personality Disorder (CNN):

www.cnn.com/2016/02/25/health/cnnphotos-angelas.../index.html

<https://www.youtube.com/watch?v=BFop1UxiDdY>

- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams it will be very specific as to what is on the quizzes.

Social Work Policy Assignment:

Here are some possible resources for this assignment:

- Accordino, M. P., Porter, D. F., & Morse, T. (2001). Deinstitutionalization of persons with severe mental illness: Context and consequences. *Journal of Rehabilitation*, 67(2), 16.
 - Druss, B. G., & Mauer, B. J. (2010). Health care reform and care at the behavioral health—Primary care interface. *Psychiatric Services*, 61(11), 1087–1092.
 - Garcia, R. A. (2010). Equity for all? Potential impact of the Mental Health Parity and Addiction Act of 2008.
 - Mechanic, D., & Rochefort, D. A. (1992). A policy of inclusion for the mentally ill. *Health Affairs*, 11(1), 128-150.
 - Dorthea Dix
<https://www.youtube.com/watch?v=FmkX9s9EH1Q>
 - Mental Health Parity and Addiction Equity Act of 2008
<https://www.youtube.com/watch?v=t4Ytb5cUpVg&t=519s>
 - Institutionalized- mental health behind bars (23.04)
<https://www.youtube.com/watch?v=-fQ50a-m92Y>
 - **Please note:** The above readings regarding Mental Health Policy will not be on your final quiz.
-

By week 11:

- Please submit your 3rd Group Case Conceptualization Assignment no later than 11:59 PM CST, **4/8/18**.
 - Please submit your Self-care Assignment #9 to Canvas no later than 11:59 PM CST, **4/8/18**.
-

By Week 12:

- Please take Quiz #3 located on Canvas no later than 11:59 PM, CST. 4/15/18.
- Please submit your Self-care Assignment #10 to Canvas no later than 11:59 PM CST, 4/15/18.