



knowledge of psychopharmacology, collaboration with families, and the varied roles social workers play in mental health settings will be stressed.

The Diagnostic Statistical Manual (DSM-V) 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.

### 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 model 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 on families.

### Course Competencies

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

- 1. Using multidisciplinary theoretical frameworks, describe different approaches for the study of psychopathology.** 7.2 (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 collection of relevant environmental data and symptomatology, to formulate a differential diagnosis and comprehensive psychosocial evaluation.** 7.1, 7.2 (Content: *psychopathology for diverse populations; mental health disparities across diverse populations*).
- 3. Employ research evidence to identify, describe, and distinguish the major types of psychopathology including symptomology, etiology, and coping mechanisms.** 4.3 (Content: *introduction to diagnostic criteria, the role of adverse childhood experiences in the development of psychopathology*).
- 4. Identify and critically analyze theories of human growth and development using practice experience and research evidence, to inform and improve understanding of psychopathology.** 4.3, 4.1 (Content: *neurobiology, risk and resilience, attachment, trauma, diversity assessment models, biology of stress as it relates to psychopathology and the trauma response cycle*).
- 5. Use research evidence to describe the interaction of biological, sociological, psychological, risk and resiliency factors in the development of psychopathology.** 4.3 (Content: *neurobiology, risk and resilience, attachment and trauma; ACE score as a risk factor for development of behavioral health disorders; two-generation intervention approach for preventing and mitigating adverse childhood experiences*).
- 6. Identify the effects of ethnicity, race, culture, economic status, sexual orientation, age, gender, physical and mental ability, and vulnerability on maladaptive behavior.** 2.1, 2.3, 6.1 (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 when selecting and implementing evidence-based social work interventions.** 8.1, 8.2 (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 engage in supervision and consultation when analyzing ethical dilemmas.** 1.1, 1.5 (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*).

## Learning Environment

The student is a co-creator of the learning experience and professional 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 includes online synchronous class meetings, recorded lectures, discussion boards, reading assignments, assignments involving media, in-class activities, and group presentations. The instructor expects you to be prepared by reading the materials and participating in the discussions PRIOR to attending the virtual class session. Please remember that the virtual class meetings are the equivalent to face-to-face meetings; I expect you to be focused in the same way.

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.

## Required Texts (additional reading provided on Canvas):

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

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.

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## COURSE REQUIREMENTS, ASSIGNMENTS, & GRADING

The course grade will be based on 6 online quizzes, a group presentation on a selected diagnostic category, reflective writing, and participation in online classes and online discussion boards. Students are expected to read the assigned articles/chapters thoughtfully and to come to class meetings prepared to ask questions, make comments, and add to the overall discussion. The course grade will be computed as follows:

	Points	Course Competency	Dimension of Instruction
Six Quizzes	60	2-8	knowledge
Diagnostic Presentation	60	1-8	knowledge, skills, values, and cognitive & affective processes
Reflective Writing	15	1, 2, 3, 4, 7, & 8	knowledge, values, cognitive & affective processes
Discussion Boards	60	1, 2, 6, 7, 8	knowledge, values and cognitive & affective processes
Participation	5		

Late assignments **will not be accepted without instructor discussion** at least 24 hours before due date.

The willingness to accept the assignment does not negate the loss of points for the assignment being late.

Late assignments will be docked **5 points per day**.

Missed quizzes **will not** be re-opened, though quizzes can be taken early with instructor permission.

**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 due to lack of proofreading, style issues, and generally poor writing.**

## GROUP PROJECT POLICY

Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive a lower grade than the rest of the group, possibly a zero, for the project. This is a professional program in which the goal is to prepare students to lead an organization. If students are not acting professionally, it brings the whole group down and this will not be tolerated here or in the workforce. The instructor reserves the right to vary group participants' grades based on performance, participation, and input.

## QUIZZES

Quizzes will be available on Canvas **Tuesday night after the class meeting until midnight Saturday.** Missed quizzes will **not** be re-opened.

## REFLECTIVE WRITING

There will be three reflection papers worth 5 points each that can be turned in at any time before the due date. Details of the topics are in the assignments tab of Canvas.

## DIAGNOSTIC PRESENTATION

The goal of this assignment is to creatively explore a disorder or category of disorders in-depth and to demonstrate your understanding of psychopathology and your ability to conceptualize a case. The presentation will include text and audio to be posted online to be viewed by the entire class. It is the group's responsibility to cover the topic in enough detail that the class participants are able to answer questions on the quizzes and gain a working knowledge of the disorder category.

The presentation has four parts.

- A narrated slide show (10-15 minutes) submitted to Canvas for students to view.
- An interview role play which will be recorded and posted for students to view and critique in which you will demonstrate an initial interview with a person who has the symptoms within your assigned disorder category.
- A written initial case summary that matches the role play interview, as if it is the documentation of that initial meeting, concluding with a diagnostic impression and brief treatment plan.
- Finally, each student will individually complete a reflection paper on the experience of completing the presentation and viewing the other student presentations.

The group members will receive a joint grade for the presentation (50 points=15 for interview, 10 for case summary and 25 for text and description in slideshow).

Individuals will be graded for completing the reflection paper on the presentation (10 points total).

Additional instructions will be posted on Canvas.

## DISCUSSION BOARDS

Participation in discussion boards is a requirement in addition to weekly class attendance and participation. A grading rubric for discussion boards will be provided on Canvas. *Discussion board posts will be considered on-time when posted before **Tuesday at noon**, replies and interaction will continue until midnight on Saturday.*

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## GRADE SCALE

- A (190-200) Outstanding/Superior:** Exceptional performance. Consistently exceeds expectations.
- B+ (180-189) Very Good:** Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (170-179) Good:** Student consistently meets normal expectations for the course.
- C+ (160-169) Average:** There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- C (140-159) Poor:** There is lack of understanding of content. Student does not meet expectations.
- F (139-Below) Very Poor:** Course expectations are not met due to a lack of attendance or incomplete assignments.
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**ANTICIPATED COURSE OUTLINE**—Additional readings are included in folders on Canvas and may not be identified on this syllabus. *Students should follow the Modules in Canvas to be fully prepared for class sessions and quizzes.* Adjustments may be made to schedule to accommodate schedule changes or student learning.

537 schedule	Topic	Reading	All assignments & quizzes are due Saturday at midnight (except role play)
Module #1 Jan 10-Jan 20  <b>Zoom Jan 16</b>	Intro/MMSE	Corcoran & Walsh: Chapters 1 & 2 DSM 5: Introduction, pages 5-25 Additional readings on Canvas	View introduction video before class on Tuesday. We will <b>not</b> review the syllabus & assignments in detail in the first class meeting.
		Slide Presentation: 5-MMSE	
Module #2 Jan 21-Jan 27	Basics of Diagnosis, Neurobiology, and Pharmacokinetics	Additional readings on Canvas	
		Slide Presentation: Neurotransmission	
Module #3 Jan 28-Feb 3  <b>Zoom Jan 30</b>	Neurodevelopmental Disorders	Corcoran & Walsh: Chapters 3, 4, & 10 DSM 5: Neurodevelopmental Disorders Impulse-Control and Conduct Disorders Additional readings on Canvas and video	Quiz #1—Neurodevelopmental disorders, Neurobiology, and MMSE
		Slide Presentation: 5-Childhood D/O	
Module #4 Feb 4-Feb 17  <b>Zoom Feb 13</b>	Mood Disorders	Corcoran & Walsh: Chapters 6 & 7 DSM 5: Bipolar & Related Disorders Depressive Disorders Additional readings on Canvas	Quiz #2—Mood disorders
		Slide Presentation: 5-Mood Disorders	
Module #5 Feb 18-Feb 24	Anxiety Disorders	Corcoran & Walsh: Chapter 8 DSM 5: Anxiety Disorders Trauma- & Stressor-Related D/O Additional readings on Canvas	
		Slide Presentation: 5-Anxiety Disorders	
Module #6 Feb 25-Mar 10  <b>Zoom Feb 27</b>	Psychotic Disorders	Corcoran & Walsh: Chapter 5 DSM 5: Schizophrenia Spectrum & other Psychotic Disorders Additional readings on Canvas	Quiz #3—anxiety and psychotic disorders
		Slide Presentation: 5-Psychotic Disorders	Reflection paper #1 due
Module #7 Mar 18-Mar 24	Viewing and Giving Feedback for Presentations	Review each slide presentation and interview role play in your discussion board group and critique.	Complete presentation reflection paper Saturday Quiz #5—Student Presentations Reflection paper #2 due
Module #8 Mar 25-Apr 7  <b>Zoom Apr 3</b>	Substance Use Disorders	Corcoran & Walsh: Chapter 11 DSM 5: Substance-Related & Addictive Disorders Additional readings on Canvas	Quiz #4—substance use disorders Slide presentation and interview role play uploaded to discussion board by <b>Noon Sunday Mar 18</b>
		Slide Presentation: 5-Substance Use D/O	
Module #9 Apr 8-Apr 21  <b>Zoom Apr 10</b>	Personality Disorders	Corcoran & Walsh: Chapter 13 DSM 5: Personality Disorders AND section III, Alternative Model for PD	
		Slide Presentation: 5-Personality D/O	Reflection paper #3 due
Module #10 Apr 22-28	Neurocognitive Disorders	Corcoran & Walsh: Chapter 12 DSM 5: Neurocognitive Disorders Additional readings on Canvas	
		Slide Presentation: 5-Neurocognitive Disorders	Quiz #6—cognitive and personality disorders ( <b>Noon Saturday</b> ) Extra Credit assignments due by <b>Noon, Saturday, April 28<sup>th</sup></b>