

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

SW 537 - Introduction to Psychopathology and Social Work Practice  
Section 003  
3 credit hours  
Spring Semester 2018

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**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](http://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 (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.

### **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 5) 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 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).*

## **Dimensions**

***Cognitive and affective processes*** (includes critical thinking, affective reactions, and exercise of judgment)

Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.

Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

***Knowledge*** is based on scientific inquiry, awareness of facts, history, concepts, theories etc and information derived from lecture or reading content.

***Values*** pertains to the code of ethics and the personal and professional values and any conflict resolution methods around these concepts.

***Skill-*** demonstration of the ability to apply theory into practice. (consistently measured in field practice)

## **Texts and Materials**

Black, D. & Andreasen, N. (2014) Introductory Textbook of Psychiatry 6<sup>th</sup> Edition. Washington, DC: American Psychiatric Press.

American Psychiatric Association (2013). The Desk Reference to the Criteria from the Diagnostic and Statistical Manual of Mental Disorders 5. Washington, DC: American Psychiatric Press

Articles are available through the library system or on Blackboard

***Readings may be added or substituted by instructor as necessary.***

## **Supplementary Readings (not required)**

Canino, I. and Spurlock, J. (2000). Culturally Diverse Children and Adolescents: Assessment, Diagnosis, and Treatment (2<sup>nd</sup> edition). New York, NY: Guilford Press

Corcoran, Jacqueline and Walsh, Joseph. (2010) Clinical Assessment and Diagnosis in Social Work Practice (2nd edition). New York, NY: Oxford University Press

Goldstein, Edna. (1995). Ego Psychology and Social Work Practice (2<sup>nd</sup> edition). New York, NY: The Free Press

Goldstein, Edna. (2002), Object relations theory and Self Psychology in Social Work Practice. New York, NY: The Free Press

Hayes, Pamela. (2007). Addressing Cultural Competence in Practice, Assessment, Diagnosis, and Therapy (2<sup>nd</sup> edition). Washington, DC: APA

Kilgus, M. and Maxmen, J. and Ward, N. (2009) Essential Psychopathology and Its Treatment (3<sup>rd</sup> edition). New York, NY: W. W. Norton and Co.

McWilliams, Nancy. (2011) Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process. New York, NY: The Guilford Press

PDM Task Force. (2006) Psychodynamic Diagnostic Manual. Silver Springs, MD: Alliance of Psychoanalytic Organizations

Sadock, J. S. and Sadock, V. A. (2007) Kaplan and Sadock's Synopsis of Psychiatry (10<sup>th</sup> edition). Philadelphia, PA: Lippincott Williams & Wilkins

Wilbur, Ken. Integral Psychology. (2000). Shambhala: San Francisco, CA.

**CLASS PARTICIPATION (10%) [*competencies 2, 3, 4, 5, 6, 7, and 8; dimension: cognitive and affective processes*]**

Class participation includes actively participating in class discussions and participating in working case studies in small groups, as well as providing topic related, relevant, thoughtful commentary and critiques, utilizing readings and experience to move the class further in their understanding of course content, without dominating discussions. This will involve the student in applying assessment skills and differential diagnosis, as well as identifying types of psychopathology, discussing biological, cultural, social, and psychological factors, and considering interventions and ethical dilemmas. **Two percentage points will be deducted from participation grade for any absence**, unless MD note provided. *Students will complete a one paragraph self-evaluation of their participation due during the last class*

**4/23/18 Self-Evaluation of Class Participation Due**

**ASSIGNMENT 1 Quizzes (35%) [*competencies 1, 3, 5, 6, and 7 ; dimensions: knowledge* ]**

There will be 7 in-class quizzes. The purpose is to develop competency in differential diagnosis and review content of the course.

**2/5 /18 Quiz 1:** This quiz will cover different theoretical approaches to psychopathology and diagnosis from DSM and Andreasen & Black, chapter 1, symptom presentation during interviewing and assessments from DSM and Black and Andreasen, chapter 2 as well as lecture notes

**2/19/18 Quiz 2:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Personality Diagnoses/Defense Mechanisms from McWilliams, DSM and Black and Andreasen chapter 17 as well as lecture notes

**3/26/18 Quiz 3:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Childhood Diagnoses (Neurodevelopmental disorders) from DSM and Black and Andreasen chapter 4 as well as lecture notes

**4/2/18 Quiz 4:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Mood (Bipolar and related disorders, Depressive disorders) and Adjustment Diagnoses from DSM and from Black and Andreasen, chapters 6, 7 and 9 as well as lecture notes

**4/9 /18 Quiz 5:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Anxiety and Obsessive-Compulsive and Trauma and Stressor related disorders from DSM and Black and Andreasen, chapters 7, 8, and 9, as well as lecture notes

**4/16/18 Quiz 6:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Psychotic Diagnoses from DSM (schizophrenia spectrum and other psychotic disorders) and Black and Andreasen, chapters 5 as well as lecture notes.

**4/23/18 Quiz 7:** This quiz will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Substance-Related and Addictive Diagnoses, Psychiatric Emergencies, and legal issues from DSM and Black and Andreasen, chapters 15, 18 and 19 as well as lecture notes.

**ASSIGNMENT 11 (5%) [competencies 1, 3, 5, 6, 7, and 8; dimensions: knowledge/cognitive and affective processes]**

**Individual Presentation of Articles with a Bibliography**

Each student will be responsible for presenting 2 articles pertaining to diversity and/or cultural competency (race, religion, gender, ethnicity, poverty, sexual orientation and so on) as it applies to psychotic disorders, mood disorders, anxiety disorders and substance use disorders, etc. and psychopathology. All possible ethical concerns should also be discussed as well as any interaction between biological, sociological, and psychological aspects and appropriate evidenced-based treatments (if found in the articles).

This informal presentation is meant to be brief (not more than 5 minutes), in which a concise summary will be expected and 3-5 main points of each article to be discussed by the presenter. The presenter will complete a bibliography for the articles, and email this to the instructor (prior to the presentation date of 2/19/18), so that this can be posted on Blackboard. The articles are to be chosen by the students from a peer reviewed journal article and cannot be older than 10 years.

**The student must write notes for the presentation on a separate sheet of paper and must not read from the articles.** This assignment serves three goals: 1) to keep the class up on current research in psychopathology; 2) to explore traditional social work concerns (cultural aspects/diversity/social justice/person-in-environment) in regards to psychopathology; and 3) encouraging students to explore topics of particular interest. **Presentations occur on 2/19/18**

**ASSIGNMENT III Diagnostic Presentation of Mental Disorders (15%) [competencies 1, 3, 5, 6, and 7 ; dimensions: knowledge/cognitive and affective processes]**

The purpose of this assignment is to work in depth in an area of psychopathology not covered in class discussions in an effort to enrich your own understanding as well as that of your classmates. In addition to your textbook and the DSM 5, students will research journals, internet materials and other texts. Students will work in small groups to create 1) a power-point presentation that will last approximately 30 minutes and 2) a research paper with the following information (**in this order using bold headings**): provide definition of disorder, discuss symptoms, etiology, prevalence, differential diagnosis (please explain here HOW to differentiate – not just a list of disorders to differentiate), evidenced based interventions (see Black & Andreasen chapter 20), medication usage (see Black & Andreasen chapter 21), diversity and impact on family. [Of course, a bibliography with much use of articles outside class texts is expected].

**\*\*Each group MUST cite the research in your paper at appropriate places (each paragraph at least once and perhaps more depending on the size of the paragraph) as well as using extensive research in addition to class text (papers mostly using just class texts will not do well).**

**\*\*Please specify each individual student's contribution to the presentation and, of course, include a bibliography.**

**\*\* This is a group project and students will be graded as a group. Therefore, collaborate and check each others' work – this will entail communicating and organizing together outside of class time.**

**\*\*Please pay particular attention to impact on family, diversity, and cultural issues surrounding the disorder. The citations must be from peer-reviewed journals or from authoritative internet sites (Mayo Clinic, NIMH, Harvard School of Medicine, etc.). The differential diagnosis section is important so that students can discuss how they would be able to differentiate the diagnosis (or diagnoses) from other and similar diagnoses.**

**\*\*The students will act, during their presentations, as if they are presenting this information at a professional conference (dress, speech, overall personal presentation, etc.).**

**\*\*Please don't just read the powerpoint slides. Also, learn how to pronounce any words you will say in the powerpoint presentation.**

**\*\*The class and your instructor will be taking notes, as some of this material will be on the quizzes. Each group must email the power point presentation to the instructor by the day of the presentation.**

**\*\*Also, each group is responsible for preparing the technology and making sure the technology will work before the class power point presentation. Please time your presentations before the due date to ensure the group does not go over 30 minutes.**

I. Oppositional Defiant Disorder and Conduct Disorder are the focus, with some coverage of other disruptive impulse-control disorders (Intermittent Explosive D/O, Pyromania, and Kleptomania).. DSM and Chapter 14 Black and Andreasen [**presented on 2/26/18**]

II. Somatic Symptom and Related Disorders (with a focus on Somatic Symptom D/O, Illness Anxiety D/O, Conversion Disorder, and Factitious D/O). DSM and Chapter 10 Black and Andreasen [**presented 3/19/18**]

III. Feeding and Eating Disorders (focus on anorexia, bulimia, and binge eating disorder (but give basics of the other disorders). DSM and Chapter 11 Black and Andreasen. [**presented on 3/26/18**]

IV. Dissociative Disorders . DSM and Chapter 10 Black and Andreasen [**presented 4/2/18**]

V. Neurocognitive Disorders (including delirium, definitions and differentiation of major and minor neurocognitive D/Os, with a special emphasis on Alzheimers, Vascular, TBI, Parkinson's, and HIV ). DSM and Chapter 16 Black and Andreasen [**presented on 4/9/18**]

VI. Psychiatric Emergencies (suicidality and homicidality - signs, symptoms, and histories and assessments of clients for each including SAD PERSONS) and Legal Issues (involuntary treatment, confidentiality, duty to warn, informed consent, malpractice). DSM and Black and Andreasen Chapter 18 and 19 [**presented on 4/16/18**]

VII. Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders. DSM and Chapter 13 Black and Andreasen [**presented on 4/24/17**]

**ASSIGNMENT IV (35%).** [*competencies 1, 2, 3, 4, 5, 6, 7, and 8 ; dimensions: cognitive and affective processes/knowledge/values/skill*]

The complete assignment will be due the last day of class (4/24/17), although most of the assignment will be divided as indicated below, and will cover material from most of the course content. A study guide and format will be provided

**2/5/18 Mental Status Exam Due**

**2/26/18 Ecological Evaluation Due**

**3/19/18 Cultural (ADDRESSING) Evaluation Due**

**3/26/18 Life Span Developmental History Due**

**4/9/18 Diagnostic Formulation Due**

**Any late completion of the above will result in a point loss from the final grade for each day late**

### **Grading Scale**

A (94-100) Outstanding/Superior: Exceptional performance that consistently exceed expectations.

B+ (89-93) Above average: student consistently meets and occasionally exceeds normal expectations.

B (84-88) Average: Student consistently meets normal expectations for the course.

C+ (79-83) Below average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-78) Poor: There is a lack of understanding of course content.

D (60-69) Very Poor. There is a lack of attendance and/or incomplete assignments. Course expectations are not met with regularity.

F (59 and below) Failing. Course expectations not met.

### **Completing assignments and incompletes:**

Assignments are due in class on the date assigned. **Any late completion of the any assignment will result in a point loss from the final grade for each day late.** While incompletes are discouraged, the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those students who are unable to complete the course on time must negotiate an incomplete with the instructor pursuant to the university policy.

### **SESSION PLANS:**

**1/22/18 Session 1: Introduction and syllabus review**



Introduction to psychopathology: What this class is about.  
Classification systems and use of the DSM; (categorical and dimensional approaches)  
Perspectives on psychopathology: Nested Holonic Systems  
Both/And rather than Either/Or; continuums of functioning; considerations of the possible functions and meanings of symptoms, behavior, beliefs, and cognitions  
Discuss a strengths and resilience perspective  
\*\*Form Groups for Diagnostic Presentations

### **Required Readings**

Black and Andreasen: Chapter 1 (Diagnosis and Classification) and Chapter 2 (Interviewing and Assessment)

DSM-5

Wilton, R. (2004). Putting policy into practice? Poverty and people with serious mental illness. *Social Science & Medicine* 58, 25-39.

Corcoran, Jacqueline and Walsh, Joseph. (2010) *Clinical Assessment and diagnosis in Social Work Practice* (2nd edition). New York, NY: Oxford University Press. Chapter 2: Social work and the DSM

### **1/29/18 Session 2: Mental Status, Interviewing, and Assessment**

Critical thinking and the DSM

\*\*Discuss the Mental Status Examination and Assessment Techniques and Content

\*\*Review for Quiz 1

### **Required Readings**

Black and Andreasen: Chapter 1 (Diagnosis and Classification) and Chapter 2 (Interviewing and Assessment)

### **2/5/18 Session 3: Personality Dynamics, Structures and Related Defense Mechanisms**

#### **Required Readings**

Readings to be made available by instructor on Blackboard

Other suggested readings:

Goldstein, Edna. (1995). *Ego Psychology and Social Work Practice* (2<sup>nd</sup> edition). New York, NY: The Free Press

McWilliams, Nancy. (2011) *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. New York, NY: The Guilford Press

PDM Task Force. (2006) *Psychodynamic Diagnostic Manual*. Silver Springs, MD: Alliance of Psychoanalytic Organizations

\*\*Quiz 1

\*\* Mental Status Exam due

### **2/12/18 Session 4: Personality Dynamics, Structures and Related Defense Mechanisms (continued)**

Readings to be made available by instructor on Blackboard

Other suggested readings:

Goldstein, Edna. (1995). *Ego Psychology and Social Work Practice* (2<sup>nd</sup> edition). New York, NY: The Free Press

McWilliams, Nancy. (2011) *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. New York, NY: The Guilford Press

PDM Task Force. (2006) Psychodynamic Diagnostic Manual. Silver Springs, MD: Alliance of Psychoanalytic Organizations

\*\*Review for Quiz 2

\*\*Discuss article presentation

### **2/19/18 Session 5: Personality Disorders**

#### **Required Readings**

McWilliams on blackboard

Black and Andreasen; Chapter 17

DSM 5

\*\*Quiz 2

\*\*Individual Presentation of Articles with an Annotated Bibliography

\*\* Ecological Assessment discussion including a strengths and resilience perspective

### **2/26/18 Session 6: Cultural Competence in Assessment and Diagnosis**

#### **Required Readings**

Hays, Pamela, (2007). Addressing Cultural Complexities in Practice, Assessment, Diagnosis, and Therapy. Washington, D.C.: APA

Gilbert, D. (2003). (*Multicultural Assessment in*) Clinical Assessment for Social Workers (2<sup>nd</sup> edition). Chicago, Ill.: Lyceum

DSM 5

\*\*Ecological Self-Assessment due

\*\*Diagnostic Presentation I. ODD and CD

### **3/5/18 Session 7: Biopsychosocial Factors and Neurobiology and Developmental Contributions**

#### **Required Readings**

Black and Andreasen: Chapter 3 (The Neurobiology and Genetics of Mental Illness) and Chapter 21 Psychopharmacology

Development information and Psychopharmacology documents on blackboard

\*\*Dr. Glen Farr on psychopharmacology

\*\*ADDRESSING Cultural Evaluation Discussed

### **3/12/18 Spring Break**

### **3/19/18 Session 8: Neurodevelopmental Disorders and Disorders first seen in Childhood**

#### **Required Readings**

Black and Andreasen: Chapter 4 and Chapter 14

DSM 5

\*\*Review for Quiz 3

\*\*Life Span Developmental History discussed

\*\*Cultural ADDRESSING Evaluation Due

\*\*Diagnostic Presentation II. Somatic Symptom and Related Disorders

### **3/26/18 Session 9: Depressive Disorders, Bipolar and Related Disorders, Adjustment Disorders**

#### **Required Readings**

Black and Andreasen: Chapter 6 (Mood Disorders), Chapter 9 (Adjustment Disorders)  
DSM 5

\*\*Review for Quiz 4

**\*\*Quiz 3**

**\*\*Diagnostic Presentation III. Feeding and Eating Disorders (anorexia and bulimia and binge eating disorders)**

**\*\*Life Span Developmental History due**

**4/2/18 Session 10: Anxiety Disorder/Obsessive-Compulsive and Related Disorders**

**Required Readings:**

Black and Andreasen: Chapter 7 (Anxiety Disorders), Chapter 8 (OCD)

DSM 5

\*\*Review for Quiz 5

**\*\*Quiz 4**

**\*\*Diagnostic Presentation IV. Dissociative Disorders.**

**\*\*Diagnostic Formulation Discussed**

**4/9/18 Session 11: Mood and Anxiety disorders (continued); PTSD**

. DSM and Chapter 16 Black and Andreasen

\*\*Review for Quiz 6

**\*\*Quiz 5**

**\*\*Diagnostic Formulation Due**

**\*\*Diagnostic Presentation V. Neurocognitive Disorders**

**4/16/18 Session 12: Schizophrenia Spectrum and other Psychotic Disorders**

**Required Readings**

Black and Andreasen: Chapter 5 (Schizophrenia and Other Psychotic Disorders)

DSM 5

**\*\*Diagnostic Presentation VI. Psychiatric Emergencies and Legal Issues** Black and Andreasen Chapter 18 and 19

\*\*Review for Quiz 7

\*\*Complete Assignment IV Discussion

**\*\*Quiz 6**

**4/23/18 Session 13: Substance-Related and Addictive Disorders and Dual Diagnosis**

**Required Readings:**

Black and Andreasen: Chapter 15 (Substance-Related and Addictive Disorders) and

DSM 5

Differential Diagnosis Case Studies

Kosten, T.R., George, T.P. & Kleber, H.D. (2005). Chapter 1. The neurobiology of substance use dependence: Implications for Treatment, in Richard J. Frances, Sheldon I. Miller and Avram H. Mack in Clinical Textbook of Addictive Disorders (3<sup>rd</sup> Ed), (pages 3-15).

**\*\*Diagnostic Presentation VII. Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders.**

**\*\*Quiz 7**

**\*\*Class participation self-evaluation due**

**\*\*Complete Assignment IV Due**

*Please specify one of two choices – 1. Ask to pick up the paper, when graded, from the instructor’s private practice office (or) 2. Ask that the paper be shredded*

**\*\* Please fill out a class evaluation online. Students who show evidence of doing so before the end of the last class will receive extra credit.**