

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW537: INTRODUCTION TO PSYCHOPATHOLOGY AND SOCIAL WORK PRACTICE

Course number: SW 537

Semester: Spring 2018

Meeting Time: Wednesday: 1 p.m. – 4 p.m.

Section Number: 004

Credit hours: 3 Hours

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Office Hours: By appointment

Phone: 615-306-8044

Prerequisites: 510, 512, 513, 517, 519, 522, 538

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 (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).
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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 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.

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.

Also required:

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

* For the assessment paper assignment, you are required 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 Canvas.

Additional readings/podcasts/powerpoints and videos are available on Canvas in each Course Module.

Supplemental Text NOTE: This text will be referenced in quizzes and the exam. While weekly readings are not assigned you are expected to use this text as a reference both during the class and in your practice.

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.

COURSE REQUIREMENTS, ASSIGNMENTS, AND GRADING

The course grade will be based on 3 online quizzes, a group presentation on a selected diagnostic category, reflective writing on self-care, and an assessment paper based off the novel “The Glass Castle” . 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:

Assignment	Points	Course Competency	Dimension of Instruction
Three Quizzes	50	2-8	Knowledge
Self-Care Reflective Writing Assignment	10	1, 2, 4, 8	Knowledge, skills and Values
Diagnostic Presentation	25	1-8	Knowledge, skills, values, and cognitive & affective processes
Assessment Paper	15	2-8	Knowledge, skills, values, and cognitive & affective processes

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 **Wednesday night after the class meeting, until 11:59 p.m. the following Tuesday.** Dates will be designated in the Course Outline below.

Missed quizzes will **not** be re-opened.

SELF-CARE REFLECTIVE WRITING ASSIGNMENT

There will be five self-care reflective papers worth 2 points each. These will be due every other week, and will be discussed in class. Due dates and further instructions are in the Assignments tab on 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.

Individuals will be graded for completing the reflection paper on the presentation and additional information will be available on Canvas.

ASSESSMENT PAPER

You will need to read the nonfiction book, *The Glass Castle*, by Jeanette Walls. Based on a character that you select from the book, you will need to demonstrate content from all of the course competencies. This paper will average 4-6 pages in length and include the following rubric:

- 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. (3 points)
- 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. (3 points)
- 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. (3 points)

- 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. (3 points)
- 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. (3 points)
- 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 15 points. Please note that up to 10 points can be deducted from your overall score due to lack of professionalism.

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.

Course Introduction Part 1 – January 17

Introduction to the Course:

- Please bring a printed copy of your syllabus so that we can go over it in detail.
- We will meet in a large group format and you will be assigned to your small groups for the diagnostic presentation.

WEEK 1 (January 24-January 30)

In class, we will watch:

- Diagnostic Statistical Manual 5
<https://www.youtube.com/watch?v=9OhVshzYvn8&t=42s>
- We will meet in small groups to discuss the changes that have to the DMS 5.

WEEK 2 (Jan 31-Jan 6)

Please read:

- 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.

In class, we will watch:

- Diagnostic Statistical Manual 5
<https://www.youtube.com/watch?v=9OhVshzYvn8&t=42s>

DUE THIS WEEK

- Please submit your Self-care Assignment #1 to Canvas (in the assignments section) by 2/6 no later than 11:59 p.m. CST.

WEEK 3 (Feb 7-Feb 13)

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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

Please listen 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>

WEEK 4 (Feb 14- Feb 20)

Please read:

- Corcoran and Walsh - Neurodevelopmental Disorders: Chapter 3 – Autism Spectrum Disorder, and Chapter 4 – Neurodevelopmental Disorders
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

In class we will watch:

- Early Signs of Autism Video Tutorial (9:02)
<https://www.youtube.com/watch?v=YtvP5A50HpU>

DUE THIS WEEK

- Quiz #1 due on 2/20 at 11:59 pm CT (located in Assignments section of Canvas)
- Please submit your Self-care Assignment #2 to Canvas (in the assignments section) by 2/20 no later than 11:59 p.m. CST.

WEEK 5 (Feb 21- Feb 27)

Please 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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

In class, we will listen too:

- A podcast

Singer, J.B. (producer) (2008, November). Schizophrenia and social work: Interview with Shaun Eack, PhD [Episode 45]. Social Work Podcast (Audio podcast 33:22). Retrieved from <http://socialworkpodcast.blogspot.com/2008/11/schizophrenia-and-social-work-interview.html>

WEEK 6 (Feb 28 – March 6)

Please read:

- 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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

Please listen to:

- A podcast: "Bipolar Disorder and DMDD"
<http://www.mentalhealthday.org/show/mental-health-day-podcast-14-dr-ellen-leibenluft-on-dmdd-and-bipolar-kids-in-dsm-5/>

In class, we will watch:

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

DUE THIS WEEK

- Please submit your Self-care Assignment #3 to Canvas (in the assignments section) by 7/7/17 no later than 11:59 p.m. CT.

WEEK 7 (March 21 – March 27)

Please read:

- 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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

In class, we will listen too:

- Now, After (PTSD From A Soldier's POV) (13:45)
<https://www.youtube.com/watch?v=NkWwZ9ZtPEI>

WEEK 8 (March 28 – April 3)

Please read:

- Corcoran and Walsh: Chapter 9 – Eating Disorders and Chapter 11 – Substance-Related and Addictive Disorders.

- 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.
- *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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

In class, we will watch:

- Frontline: The meth epidemic

<http://www.pbs.org/wgbh/pages/frontline/meth/>

DUE THIS WEEK

- Please submit your Self-care Assignment #4 to Canvas (in the assignments section) by 7/21/17 no later than 11:59 p.m. CT.
- Quiz #2 due on 7/14/17 at 11:59 pm CT (located in Assignments section of Canvas)

WEEK 9 (April 4 - April 10)

Please 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.

WEEK 10 (April 11- April 17)

Please read:

- Corcoran and Walsh: Chapter 13– Personality Disorders

Please watch:

- 7 (short) videos titled "Personality Disorders in Modern Life"
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

DUE THIS WEEK

- Quiz #3 due on 4/17 at 11:59 pm CT (located in Assignments section of Canvas)
 - Please submit your Self-care Assignment #5 to Canvas (in the assignments section) by 4/17 no later than 11:15 p.m. CT
 - Please submit your Assessment Paper to Canvas by 4/17 at 11:59 p.m. CST.
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