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, Knoxville Student Disability Services office 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 generalist 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, 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 sessions. 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.

Eastern Time versus Central Time
Canvas shows two times—your time as you have set it and system time, which is Eastern Time. Please know that you are ultimately responsible for ensuring you adhere to the time designations in Canvas and within this syllabus. An assignment due at midnight Central time will show in the Canvas calendar as due the next day at 12:59am. If you turn it in the next day because you were confused, you will still lose points.

Required Texts (additional reading provided on Canvas):
APA. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.). American Psychiatric Association: Washington DC.

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Course Competency</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Quizzes</td>
<td>60</td>
<td>2-8</td>
<td>knowledge</td>
</tr>
<tr>
<td>Diagnostic Presentation</td>
<td>60</td>
<td>1-8</td>
<td>knowledge, skills, values, and cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Reflective Writing</td>
<td>15</td>
<td>1, 2, 3, 4, 7, &amp; 8</td>
<td>knowledge, values, cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>60</td>
<td>1, 2, 6, 7, 8</td>
<td>knowledge, values and cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>1, 2, 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 midnight Saturday. Missed quizzes will not be re-opened. The final quiz will close at Noon, not midnight.

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 gain a working knowledge of the disorder category and are able to answer questions on the quiz.

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 & posted for students to view & critique in which you will demonstrate an initial interview with a person who has the symptoms within your assigned 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 synchronous 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.

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.
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.

**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.

<table>
<thead>
<tr>
<th>537 schedule</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments &amp; quizzes are due Saturday at midnight (except role play &amp; the final week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1Jan 9-Jan 19</td>
<td>Intro/MMSE</td>
<td>Corcoran &amp; Walsh: Chapters 1 &amp; 2 DSM 5: Introduction, pages 5-25 Additional readings on Canvas</td>
<td>View introduction video before class on Tuesday. We will not review the syllabus &amp; assignments in detail in the first class meeting.</td>
</tr>
<tr>
<td>Zoom Jan 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #2Jan 20-Jan 26</td>
<td>Basics of Diagnosis, Neurobiology, and Pharmacokinetics</td>
<td>Additional readings on Canvas</td>
<td>Slide Presentation: 5-MMSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module #3Jan 27-Feb 2</td>
<td>Neurodevelopmental Disorders</td>
<td>Corcoran &amp; Walsh: Chapters 3, 4, &amp; 10 DSM 5: Neurodevelopmental Disorders Impulse-Control and Conduct DO Additional readings on Canvas and video</td>
<td>Quiz #1—Neurodevelopmental disorders, neurobiology, and MMSE</td>
</tr>
<tr>
<td>Zoom Jan 30</td>
<td></td>
<td></td>
<td>Slide Presentation: 5-Childhood D/O</td>
</tr>
<tr>
<td>Module #4Feb 3-Feb 16</td>
<td>Mood Disorders</td>
<td>Corcoran &amp; Walsh: Chapters 6 &amp; 7 DSM 5: Bipolar &amp; Related Disorders Depressive Disorders Additional readings on Canvas</td>
<td>Quiz #2—Mood disorders</td>
</tr>
<tr>
<td>Zoom Feb 6</td>
<td></td>
<td></td>
<td>Slide Presentation: 5-Mood Disorders</td>
</tr>
<tr>
<td>Module #5Feb 17-Feb 23</td>
<td>Anxiety Disorders</td>
<td>Corcoran &amp; Walsh: Chapter 8 DSM 5: Anxiety Disorders Trauma- &amp; Stressor-Related D/O Additional readings on Canvas</td>
<td>Quiz #3—anxiety &amp; psychotic disorders Reflection paper #1 due Slide presentation and interview role play uploaded to discussion board by Noon Tuesday, March 5</td>
</tr>
<tr>
<td>Module #6Feb 24-Mar 9</td>
<td>Psychotic Disorders</td>
<td>Corcoran &amp; Walsh: Chapter 5 DSM 5: Schizophrenia Spectrum &amp; other Psychotic Disorders Additional readings on Canvas</td>
<td>Quiz #5—substance use disorders</td>
</tr>
<tr>
<td>Zoom Feb 27</td>
<td></td>
<td></td>
<td>Slide Presentation: 5-Psychotic Disorders</td>
</tr>
<tr>
<td>Module #7Mar 10-Mar 23</td>
<td>Viewing and Giving Feedback for Presentations</td>
<td>Review each slide presentation and interview role play in your discussion board group and critique EACH ONE.</td>
<td>Complete presentation reflection paper Saturday Quiz #4—Student Presentations Reflection paper #2 due</td>
</tr>
<tr>
<td>Module #8Mar 24-Apr 6</td>
<td>Substance Use Disorders</td>
<td>Corcoran &amp; Walsh: Chapter 11 DSM 5: Substance-Related &amp; Addictive D/O Additional readings on Canvas</td>
<td>Quiz #5—substance use disorders</td>
</tr>
<tr>
<td>Zoom Apr 3</td>
<td></td>
<td></td>
<td>Slide Presentation: 5-Substance Use D/O</td>
</tr>
<tr>
<td>Module #9Apr 7-Apr 20</td>
<td>Personality Disorders</td>
<td>Corcoran &amp; Walsh: Chapter 13 DSM 5: Personality Disorders AND section III, Alternative Model for PD</td>
<td>Reflection paper #3 due</td>
</tr>
<tr>
<td>Zoom Apr 10</td>
<td></td>
<td></td>
<td>Slide Presentation: 5-Personality D/O</td>
</tr>
<tr>
<td>Module #10Apr 21-27</td>
<td>Neurocognitive Disorders</td>
<td>Corcoran &amp; Walsh: Chapter 12 DSM 5: Neurocognitive Disorders Additional readings on Canvas</td>
<td></td>
</tr>
</tbody>
</table>
| Slide Presentation: 5: Neurocognitive Disorders | Quiz #6—cognitive & personality disorders *(Noon Saturday)*

Extra Credit assignments due by **Noon, Saturday, April 27th** |