

**UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**SW 537 - Introduction to Psychopathology and Social Work Practice
3 credit hours
Summer 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). 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 foundation 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-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 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 class meetings with lectures, discussion blogs, reading assignments, assignments involving social media, in-class activities, and group presentations. It may also include recorded lectures to be completed outside of class sessions. The instructor expects you to be prepared by reading the materials and participating in the discussions PRIOR to attending the weekly class session.

Students may have laptops in class for note-taking, accessing the materials, etc, but the instructor reserves the right to request they be closed/put away when they become a distraction. Phones, music players, earbuds, etc, must be put away before class begins.

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

APA (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th 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.

Additional readings available on Canvas

COURSE REQUIREMENTS, ASSIGNMENTS, & GRADING

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

	Points	Course Competency	Dimensions
Six Quizzes	60	2-8	knowledge
Diagnostic Presentation	60	1-8	knowledge, skills, values, 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, cognitive & affective processes
Participation	5		

Late assignments will not be accepted without instructor discussion at least 24 hours before due date. This willingness to accept the assignment does not negate the loss of points for the assignment being late.

Late assignments will be docked 2 points for every 12 hours after it is due.

A note about the Canvas LMS: Because UTK is located in the Eastern time zone Canvas has a system time and a local time (if you set it). **Deadlines are in Central time.** No leeway will be given for assignments turned in late due to misunderstanding Canvas prompts.

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 instructor 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. Every assignment should adhere to APA style (see 6th edition Publication Manual).

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. Each group member should keep some documentation on meetings, distribution of labor, and information about deadlines met and missed.

Assignment: Class preparation and participation. To make meaningful contributions to class discussions, it is essential that you read assigned articles, textbook chapters, watch videos and explore Internet resources *prior to class sessions*. Communicating your thinking is an important component in developing your understanding of course content, and group work is a significant part of the process we use. Thus, working and sharing experiences with other class members outside of class time is also strongly encouraged.

Class activities are designed to help you reflect upon important concepts, and involve you in class dialogue and deliberation and other activity to share views and debate ideas. Professionals participate constructively

and actively in class, and use class time to build, in interaction with others in the class, sound generalist practice skills. These skills are basic to relationship building and communication with peers, supervisors, and others in community as well as with client/client systems.

Respect the ideas and thinking of other class participants by listening to their comments and constructively questioning their thinking and reasoning if you need clarification or information. Work cooperatively with others and fully contribute to the workload of each group in which you may be a member.

Students are expected to attend every class. You are expected to attend all class sessions. If you miss a class, you are still responsible for what you missed. It is essential that you notify me **by e-mail** (amallor3@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. *You are expected to participate regularly, actively, and constructively. Any absence may result in a loss of participation points. All absences are equal, there is no difference between excused or unexcused.*

Participation and Attendance Rubric:

5 points	Consistent and relevant statements reflecting a clear understanding of required readings. Always prepared for class sessions and actively participates. Attendance is 100% but may have had to leave early/arrive late on a single occasion. Questions and answers posed during class time are provided with exceptional insight into course content overall and consistently exceeds expectations without dominating class time. Clearly prioritizes class sessions as evidenced by eliminating distractions, with full focus on meeting. Class participation is not limited to the live sessions but engagement is demonstrated by frequent participation on Canvas.
4 points	Consistent statements reflecting a clear understanding of required readings. Always prepared for class sessions. Attendance may be less than 100% or left early/arrived late on a single occasion. Answers to questions posed during class time are provided with insight into course content overall and at times exceeds expectations without dominating class time. Class participation is not limited to the live sessions but engagement is demonstrated by consistent participation on Canvas.
3 points	Inconsistent and/or irrelevant statements that reflect limited understanding of the required readings. Not always prepared for class sessions. Has missed 2 class sessions or left early/arrived late on more than two occasions. Questions and answers posed during class time are not always provided or when they are, reflect limited insight into course content overall. Class sessions are not prioritized as evidenced by minimal or no participation and/or frequent distractions during the sessions. Infrequent engagement on Canvas.
1-2 points	Attendance overall has not been consistent. When present, demonstrates some mastery of general/core concepts but clearly does not understand the required readings. Rarely prepared for class. Struggles to apply knowledge in the sessions and frequently demonstrates a lack of insight into course content. Poor performance on assignments. Does not prioritize class meetings as evidenced by distractions during sessions and/or minimal participation in sessions.
0 points	Attendance overall has been a significant issue and student has missed 3 or more classes. Unprepared for classes with minimal or no participation. There is little demonstration of understanding or insight into core concepts, required readings, course materials, and/or content, including poor performance on assignments.

QUIZZES

Quizzes will be administered in class at the end of the Thursday class session. If you are going to miss class, you may make arrangements **ahead of time** to take the quiz early.

REFLECTIVE WRITING

There will be three reflection papers for 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 performed live in class 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.*

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.

ANTICIPATED COURSE OUTLINE—Additional readings are included in folders on Canvas and may not be identified on this syllabus. *Students should follow the Course Materials in the Canvas Modules 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 due Saturday at midnight unless stated otherwise
Module #1 May 31-June 2	Intro/MMSE	Corcoran & Walsh: Chapters 1 & 2 DSM 5: Introduction, pages 5-25 Additional readings on Canvas	View introduction video before class on Thursday. We will not review the syllabus & assignments in detail in the first class.
		Slide Presentation: 5-MMSE	
Module #2 June 3-9	Basics of Diagnosis, Neurobiology, and Pharmacokinetics	Additional readings on Canvas	
		Slide Presentation: Neurotransmission	
Module #3	Neurodevelopmental	Corcoran & Walsh: Chapters 3, 4, & 10	Quiz #1—Neurodevelopmental

June 10-16	Disorders	DSM 5: Neurodevelopmental Disorders Impulse-Control and Conduct Disorders Additional readings on Canvas and video Slide Presentation: 5-Childhood D/O	disorders, Neurobiology, and MMSE
Module #4 June 17-23	Mood Disorders	Corcoran & Walsh: Chapters 6 & 7 DSM 5: Bipolar & Related Disorders Depressive Disorders Additional readings on Canvas Slide Presentation: 5-Mood Disorders	Quiz #2—Mood disorders
Module #5 June 24-July 7	Anxiety Disorders	Corcoran & Walsh: Chapter 8 DSM 5: Anxiety Disorders Trauma- & Stressor-Related D/O Additional readings on Canvas Slide Presentation: 5-Anxiety Disorders	**No class meeting on June 28. We will meet on July 5**
Module #6 July 8-14	Psychotic Disorders	Corcoran & Walsh: Chapter 5 DSM 5: Schizophrenia Spectrum & other Psychotic Disorders Additional readings on Canvas Slide Presentation: 5-Psychotic Disorders	Quiz #3—anxiety and psychotic disorders Reflection paper #1 due
Module #7 July 15-21	Substance Use Disorders	Corcoran & Walsh: Chapter 11 DSM 5: Substance-Related & Addictive Disorders Additional readings on Canvas Slide Presentation: 5-Substance Use D/O	Quiz #4—substance use disorders Slide presentation uploaded to discussion board by Noon Sunday
Module #8 July 22-28	Presentations	Review each slide presentation before class Thursday. Role plays in class meeting. Bring hard copy of case summary to class.	Complete presentation reflection paper by Saturday Quiz #5—Student Presentations Reflection paper #2 due
Module #9 July 29-Aug. 4	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 Aug. 5-Aug. 10	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 (Noon Friday) Extra Credit assignments due by Noon, Friday, August 10th