

**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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**Office Hours:** By appointment only

**Class meeting times via Zoom, all at 5:30 pm CT:**

- 6/6/18
- 6/20/18
- 7/11/18

**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 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 various learning formats, such as class meetings with lectures, reading assignments, assignments involving social media, in-class activities, and group presentations. It also includes recorded lectures to be completed outside of class sessions. The instructor expects you to be prepared by reading and reviewing the materials and participating in the discussions PRIOR to attending each class session.

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* (5<sup>th</sup> ed.). American Psychiatric Association: Washington DC. Corcoran, J. & Walsh, J. (2015). *Mental health in Social Work: A Casebook in Diagnosis and Strengths-based Assessment* (DSM 5 Update). New Jersey: Pearson Education.

**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 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
Quizzes	50 (2 at 15 points each; 1 at 20 points)	2-8	knowledge
Assessment Paper	20	1-8	knowledge, skills, values, cognitive & affective processes
Community Engagement Group meetings	15 (3 at 5 points each)	1, 2, 6, 7, 8	knowledge, values, cognitive & affective processes
Cultural Competence Essay	15	6	Knowledge & values

Late quizzes will not be accepted without instructor discussion (and permission from the instructor) 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 written 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. My Canvas settings will be set on Central time.

**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 6<sup>th</sup> 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, and possibly a zero, for the project. You are in a professional program in which the goal is to prepare students to engage as professional social workers. 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 the Community Engagement Meetings, 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 activities 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.

### **QUIZZES**

Quizzes will be administered online and you will have 30 minutes to take the quiz. Please notify the professor 24 hours in advance to remind her to offer extended time. You must have registered with the office of disability services and submitted your accommodation letter prior to the commencement of the summer session. Late quizzes will not be accepted without permission granted 24 hours in advance of the due date.

### **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 pertinent symptoms, risk factors, and how said symptoms may present clinically.
- 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.
- 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.
- 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.
- 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.
- 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 20 points.

### **COMMUNITY ENGAGEMENT MEETING ASSIGNMENT**

When working in the social work profession, we find that collaboration can be key when supporting our clients or patients. For this assignment, the professor will assign you to a group with a membership of 3 or 4 members. You will meet 3 times during the semester, with due dates throughout the syllabus. It is up to you to schedule your meeting date and time. The meetings will take place via Zoom and not need to be recorded. A more detailed rubric can be found in Canvas.

### **CULTURAL COMPETENCE ASSIGNMENT**

You will choose a population that represents a culture you do not belong to. Then, review relevant literature related to mental health for this specific population to learn the following information:

- a. Identify your population
- b. To what extent does the literature address mental health for this population (e.g., Is the literature on mental health for this population prevalent or limited?)
- c. What are the key points from the literature related to mental health and diagnosis for this population?
- d. What are barriers for this population for accessing or utilizing health services (e.g., what might make someone from this culture elect NOT to seek services)?
- e. What would you want social workers to know about this population when it comes to mental health?

You will work with your group when selecting your population to ensure that each group member selected a different population. Then, you will create a PPT presentation that you will (a) submit as your assignment and (b) present to your group members via Zoom. Be sure to cite your resources have a slide with references at the end!

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### **GRADE SCALE**

- A (95-100) Outstanding/Superior:** Exceptional performance. Consistently exceeds expectations.
- B+ (90-94) Very Good:** Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (85-90) Good:** Student consistently meets normal expectations for the course.
- C+ (80-84) Average:** There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- C (70-79) Poor:** There is lack of understanding of content. Student does not meet expectations.
- F (69-Below) Very Poor:** Course expectations are not met due to a lack of attendance or incomplete assignments.
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### **Summary of Assignment Due Dates and Point Value**

#### 06/29/2018 at 11:59 pm CT

- Quiz #1 (15 points)
- Community meeting #1 (5 points)

#### 07/10/2018 at 11:59 pm CT

- Quiz #2 (15 points)
- Community meeting #2 (5 points)
- Cultural competence assignment (15 points)

#### 08/09/2018 at 11:59pm CT

- Quiz #3 (20 points)
- Community meeting #3 (5 points)
- Assessment paper (20 points)

**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 at 11:59 pm CT
Module #1 May 31-June 5	Intro/MMSE	Corcoran & Walsh: Chapters 1 & 2 DSM 5: Introduction, pages 5-25 Additional readings on Canvas	View introduction video before class on Wednesday. We will <b>not</b> review the syllabus & assignments in detail in the first class.
		Slide Presentation: 5-MMSE	
Module #2 June 6-12	Basics of Diagnosis, Neurobiology, and Pharmacokinetics	Additional readings on Canvas	<b>Zoom session</b> • 6/6 at 5:30 CST
		Slide Presentation: Neurotransmission	
Module #3 June 13-19	Neurodevelopmental Disorders	Corcoran & Walsh: Chapters 3, 4, & 10 DSM 5: Neurodevelopmental Disorders Impulse-Control and Conduct Disorders Additional readings on Canvas and video	
		Slide Presentation: 5-Childhood D/O	<b>Due 6/19 at 11:59 pm CT</b> • Quiz #1 (15 points) • Community meeting #1
Module #4 June 20-26	Mood Disorders	Corcoran & Walsh: Chapters 6 & 7 DSM 5: Bipolar & Related Disorders Depressive Disorders Additional readings on Canvas	
		Slide Presentation: 5-Mood Disorders	<b>Zoom session on</b> • 6/20 at 5:30 p.m. CST
Module #5 June 27-July 3	Anxiety Disorders	Corcoran & Walsh: Chapter 8 DSM 5: Anxiety Disorders Trauma- & Stressor-Related D/O Additional readings on Canvas	
		Slide Presentation: 5-Anxiety Disorders	
Module #6 July 4-10	Psychotic Disorders	Corcoran & Walsh: Chapter 5 DSM 5: Schizophrenia Spectrum & other Psychotic Disorders Additional readings on Canvas	
		Slide Presentation: 5-Psychotic Disorders	
Module #7 July 11-17	Substance Use Disorders	Corcoran & Walsh: Chapter 11 DSM 5: Substance-Related & Addictive Disorders Additional readings on Canvas	
		Slide Presentation: 5-Substance Use D/O	<b>Due 7/10 at 11:59 pm CT</b> • Quiz #2 (15 points) • Community meeting #2 • Cultural competence assignment  <b>Zoom session</b> • 7/11 at 5:30 p.m. CST
Module #8 July 25-31	Personality Disorders	Corcoran & Walsh: Chapter 13 DSM 5: Personality Disorders AND section III, Alternative Model for PD	
		Slide Presentation: 5-Personality D/O	
Module #9 Aug. 1-Aug. 9	Neurocognitive Disorders	Corcoran & Walsh: Chapter 12 DSM 5: Neurocognitive Disorders Additional readings on Canvas	
		Slide Presentation: 5-Neurocognitive Disorders	<b>Due 8/9 at 11:59 pm CT</b> • Quiz #3 (20 points) • Community meeting #3 • Assessment paper

