

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

**SW 537 - INTRODUCTION TO PSYCHOPATHOLOGY AND SOCIAL WORK PRACTICE**

**Section 007**

**3 Credit Hours**

**Summer, 2019**

**Class:** 9:00 AM to 12:00 PM Tuesdays (Rm 234)

**Office Hours:** 12:30 to 2:00 PM Tuesdays

**Instructor:** Teri Abrams, PhD, LCSW

**Email:** [tabrams1@utk.edu](mailto:tabrams1@utk.edu)

**UNIVERSITY POLICIES**

**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, 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 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-IV-TR) 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 models 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.

### **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*).

## **I. LEARNING ENVIRONMENT:**

### **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**

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.

APA (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> ed.). American Psychiatric Association: Washington DC.

APA (2013). *Desk Reference to the Diagnostic Criteria from the DSM-5*. American Psychiatric Association: Washington DC (*optional but easier to carry around*).

**NOTE:** *These texts will be referenced in course quizzes and assignments. While weekly readings are not assigned for each text, you are expected to use these texts as references both during the class and in your practice.*

### **Also required:**

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

\* This assessment paper assignment will require 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 and the rubric is found in the Modules section of Canvas.

**Additional readings will be assigned weekly and posted in Modules on Canvas.**

## **II. COURSE REQUIREMENTS, ASSIGNMENTS, & GRADING**

The course grade will be based on 3 quizzes, 3 group presentations on a selected diagnostic category, a major assessment paper using the Glass Castle, 4 reflective writings, 5 self-care assignments, a social work interview, a policy reflection and participation in class. Students are expected to read the assigned articles/chapters thoughtfully and to come to on-line class sessions prepared to ask questions, make comments and add to the overall discussion. The course grade will be computed as follows:

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 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 prep 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 thought 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 online sessions 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 on-line live class.** You are expected to attend all online sessions. If you miss an online session, you are still responsible for what you missed. It is essential that you notify Dr. Abrams ([tabrams1@utk.edu](mailto:tabrams1@utk.edu)) **by e-mail** 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.*

There are assigned chapters and additional assigned readings on a weekly basis. Students are expected to read the assigned articles/chapters thoughtfully and be prepared to discuss the readings in online classes.

## VII. 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 <b>missed 2 class sessions</b> 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 <b>missed 3 or more</b> 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.

EVALUATION PROCEDURES AND GRADES

The course grade will be based on 3 online quizzes, 3 group presentations, a Major Assessment Paper base on the Glass Castle, A Public Policy Analysis, a Clinical Social Worker Interview, 5 Self-Care Reflections and 5 Assigned Readings Reflections

**In keeping with the honor statement located on page 1 of this document, students should not proof-read or otherwise contribute to assignments that are individual in nature or is not part of the assigned group.** The course grade will be computed as follows:

Quizzes (3)	50 points
Self-Care Assignments (5)	5 points
Literature Reflections (4)	10 points
Case Conceptualization Assignments (3)	15 points
Policy Reflection (1)	5 points
Social Work Interview (1)	5 points
<u>Assessment Paper (1)</u>	<u>20 points</u>
Total	110 points

All assignments are all due on Sunday before 11:59 PM CST and should be submitted on Canvas. Please remember, UTK IS IN KNOXVILLE SO CANVAS IS EST

QUIZZES (50 points)

Quizzes will be available on Canvas and the due dates will be clearly stated (and are listed in the Course Outline below). You may access the quizzes in the assignment section of Canvas.

Quiz 1 will assess competencies 1, 5; Dimensions of Knowledge, Cognitive & Affective Processes, Values (20 points)

Due: 6/23/19

Quiz 2 will assess competencies 2-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill (20 points)

Due: 7/21/19

Quiz 3 will assess competencies 2-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill (10 points)

Due: 8/09/19

### **LATE QUIZZES WILL NOT BE ACCEPTED AND CLASS PARTICIPATION CANNOT BE MADE UP**

#### CASE CONCEPTUALIZATION ASSIGNMENT (15 points)

Due: 6/30, 7/14, 8/04/19

Part of learning how to complete an assessment, assign a diagnosis and formulate a treatment plan is by practicing it. The week prior to completing this assignment in class, your small group (your group may choose or assigned by Dr. Abrams) will be given a case study from the readings. With this case study, you will follow a specific assessment model to plug in your findings. Then, as a group, you will present your case findings to the class in the form of a brief PowerPoint presentation. You will complete one of these case conceptualization assignments 3 times throughout the semester. The due dates can be found in your Course Outline. You can find a detailed rubric on Canvas and should be followed. (The Case Conceptualization Assignment assess competencies 3, 6, 7 and 8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill, Values).

#### SELF-CARE ASSIGNMENT (5 points)

Due: 6/09, 6/23, 7/07, 7/28, 8/04/19

As you progress into the field of social work, you will find that self-care is vital to sustain your role in this profession. Self-care can often times prevent burnout in our profession, as well as your time here in graduate school. For this assignment, please see a more detailed rubric in Canvas. You will see the due dates for this assignment in the Course Outline. There are 4 assignments and each submission is worth 1.25 points.

#### LITERATURE REFLECTION ASSIGNMENT (10 points)

Due: 6/16, 6/30, 7/14, 7/28/19

Reflection is one of the higher forms of learning (after experiential) and requires you to not only read the material but process the information and then explain its meaning. The synopsis should be no longer than one page (including the APA citation, so you will need to be concise) and explain what was the focus of the article, what population and need was identified, how it is applicable to social work clinical practice, and any ethical concerns have identified. (Reflection papers will assess competencies 3-6, 8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill, values). You may choose one of the journal readings from the two classes prior to the due dates. This assignment also provides an opportunity to become more proficient with APA formatting. There are 4 assignments and each submission is worth 2.5 points.



### “GLASS CASTLE” ASSESSMENT ASSIGNMENT (20 points)

Due: 7/07/19

You will need to read either the nonfiction book, *The Glass Castle*, by Jeanette Walls. Based on a character that you select from the book or the movie, you will need to demonstrate content from all of the course competencies. (The Assessment Paper assignment will assess competencies 1-8; Dimensions of Knowledge, Cognitive & Affective Processes, Skill, Values). THIS IS A MAJOR PAPER AND SHOULD BE APPROACHED WITH A SOLID UNDERSTANDING OF APA FORMATING AND THE ABILITY TO SUPPORT ASSERTIONS SET FORTH IN THE PAPER WITH *CURRENT* LITERATURE (**no publications earlier than 1/1/2012 unless it is seminal**). This paper will average 4-6 pages in length and will use the following rubric:

- 1) 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. (4 points)
- 2) 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. (4 points)
- 3) 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. (4 points)
- 4) 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. (4 points)
- 5) 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. (4 points)
- 6) 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. Please note that up to 10 points can be deducted from your overall score due to lack of professionalism.

It is encouraged to use points 1-5 as headings to organize the paper.

### SOCIAL WORK INTERVIEW (5 points)

Due: 7/21/19

In our profession, we often find that consulting with other social workers is beneficial to our learning experiences. For this assignment, you will identify a clinical social worker who works in an agency, facility, etc. This social worker needs to be treating or working with individuals who have a diagnosis that you are interested in learning more about or possibly hope to work

with individuals who have this diagnosis in the future. This interview can take place either in person or over the phone. If you need help finding a social worker to interview, please let Dr. Abrams know early enough in the semester so that she can assist you with finding one. Please see the complete rubric found in Canvas in the Assignments section. (The Social Worker Interview will assess competencies 1 & 8; Dimensions of Knowledge, Cognitive & Affective Processes, Vales).

#### POLICY REFLECTION (5 points)

Due: 7/28/19

Policies have a profound effect on our profession, especially mental illness. For this assignment, you are required to research a specific policy that could or does negatively affect mental illness or the treatment of mental illness. You can find a detailed rubric on Canvas. (The policy reflection paper assesses competencies 1 and 8; Dimensions of Knowledge, Cognitive & Affective Processes, Vales).

**FOR PAPERS: 10 points will be deducted each day that it is submitted late for the first 4 days. On the 5<sup>th</sup> day post-due date, the paper will not be accepted and the grade will result in a 0.**

**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.**

#### EVALUATION PROCEDURES AND GRADES

**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 (85-89) 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:** There is a lack of attendance or incomplete assignments. Course expectations are not met.

---

## **COURSE OUTLINE**

### **Session #1 – 6/04/19**

#### **Introduction to the Course:**

- Please print out the syllabus for class. We will discuss all required assignments. If you have any question, please ask.
- In this class, we will divide up into diagnostic teams. Teams are randomly assigned and group listings can be found through the “Groups” tab on the course Canvas site. This is the team with which you will also complete all three of your Case Conceptualization Assignments.
- Team member performance: Each team member will be graded individually, based on level of contribution and quality of presentations. If a team member is not contributing, is not attending or is late for prep meetings or is generally inflexible with other group members, then that team member’s grade will suffer. Team members will identify which part of the presentation they contributed and an opinion as to the contributions of the other team members. These appraisals should be turned in with the presentations.

**Please meet in your small groups to discuss (Group rosters can be found in “Groups” tab on Canvas).**

- Which mental health disorder are you most interested in working with and why?
- Which mental health disorder do you perceive to be the most challenging to work with and why?
- Be prepared to speak on behalf of your group and what opinions were shared.

#### **For week 2:**

- **Please submit Self-care #1 by 6/09/19 before 11:59 PM, CST**

***It is a good idea to begin reading Glass Castle soon. Please read the assignment rubric before beginning the memoir as it will help you better understand the format to use (headings) and questions associated with the Assessment assignment.***

---

### **Session #2 – 6/11/19**

#### **Please prepare for class by reading:**

- 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. Dr. Abrams will review for the quiz during class the week prior to the due date.

**Please prepare for class by listening to:**

- [Podcast:](#) "The Social Work Podcast: "Critiques of the DSM-5: Interview with Jeffrey Lacasse, PhD. "
- [Podcast:](#) "The Social Work Podcast: "DSM Diagnosis for Social Workers"

**For week 3:**

- **Please submit Literature Reflection #1 by 6/16/19 before 11:59 PM CST**

**Session #3 – 6/18/19**

**Class will not meet for this session but you will still be responsible for the readings. I will post your lecture on Canvas.**

**Please prepare for class by reading:**

- 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, 39-52; Chapter 5: Thought Process, Thought Content, and Perception, 83-120.
- [Blog:](#) "DSM-5 on Culture: A Significant Advance"

**Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

- [Video:](#) "Understanding the MSE – Lisa (w/- commentary)"
- [Video:](#) "The DSM 5 and the Cultural Formulation Interview"

**Please prepare for class by listen to:**

- [Podcast:](#) "Behind Mental Health Stigmas in Black Communities"
- [Video:](#) "Our Spirits Don't Speak English: Indian Boarding School"

#### For week 4:

- Please submit Self-Care #2 by 6/23/19 before 11:59 PM CST
- Please submit Quiz #1 by 6/23/19 before 11:59 PM CST

---

#### Session #4 – 6/25/19

#### Please prepare for class by having read:

- Corcoran and Walsh - Neurodevelopmental Disorders: Chapter 3 – Autism Spectrum Disorder and Chapter 4 – Neurodevelopmental Disorders
- Ricles, B. (2017). The relationship between adverse childhood events, resiliency and health among children with autism. *Journal of Autism and Developmental Disorders, 47*, 187-202.
- Ababnah, S., Parish, S. L., Turner Brown, L., & Hooper, S. R. (2011). Early screening for autism spectrum: A primer for social work practice. *Children and Youth Services, 33*(2), 265-273.
- Lee, G. K. & Carter, E. W. (2012). Preparing transition-age students with high functioning autism spectrum disorders for meaningful work. *Psychology in the Schools, 12*(8), 988-1000.
- Haines, D., & Brown, A. (2018). Health professionals working effectively with support workers to enhance the quality of support for adults with intellectual disabilities: A meta-ethnography. *Journal of Applied Research in Intellectual Disabilities, 31*(2), 200-212.
- Wong, H. M., & Goh, E. C. L. (2014). Dynamics of ADHD in familial contexts: Perspectives from children and parents and implications for practitioners. *Social Work in Health Care, 53*(7), 601-616.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

#### Please prepare for class by having watched:

- [Video](#): "Early Signs of Autism Video Tutorial"
- [Video](#): "Living with ADHD – BBC Documentary"

#### For week 5:

- Please submit Literature Reflection #2 by 6/30/19 by 11:59 PM, CST
- Please submit Case Conceptualization #1 by 6/30/19 11:59 PM, CST
  - Groups will follow the Case Conceptualization Assignment rubric for the purpose of this assignment.

---

## Module #5 – 7/02/19

### Please prepare for class having 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.
- Whitfield, C., Dube S., Felitti, V., & Anda, R. (2005). Adverse childhood experiences and hallucinations. *Child Abuse and Neglect. 29*(7), 137.
  
- **Please note:** In the Canvas folder for this week’s outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

### Please prepare for class by listening to:

- [Podcast](#): “What it’s like to live with Schizophrenia”

### For week 6:

- Please submit your Assessment Paper to Canvas by 7/07/19 before 11:59 PM CST.
  - Students should follow assignment rubric for this paper.
- Please submit Self-Care #3 by 7/07/19 before 11:59 PM CST

---

## Session #6 – 7/09/19

### Please prepare for class by reading:

- 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.
- Chapman, D., Anda, R., Felitti, V., Dube S., Edwards V., Whitfield, C. (2004). Adverse childhood experiences and the risk of depressive disorders in adulthood. *Journal of Affective Disorders. 82*.

- *Harvard Mental Health Letter* (February 2008). Recognizing and treating depression in the elderly. 24(8), 1-3.
- 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.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

#### And listening to:

- [Podcast](#): "Mental Health Day Podcast#14: Dr. Ellen Leibenluft on DMDD and Bipolar in DSM-5"
- [Video](#): "Living with Bipolar Disorder"
- [Video](#): "Out of Our Right Minds: Trauma, Depression and Black Women"

#### For week 7:

- Please submit Literature Reflection #3 by 7/14/19 no later than 11:59 PM CST.
- Please submit Case Conceptualization #2 by 7/14/19 no later than 11:59 PM CST.

---

### Session #7 – 7/16/19

#### Please prepare for class by reading:

- 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.
- Shonkoff, J. and Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *American Academy of Pediatrics, 129*, 232.
- **Please note:** In the Canvas folder for this week's outline, there are additional resources/videos/podcasts/PowerPoints for your viewing.

#### Please prepare for class by viewing:

- [Video](#): "Now, After (PTSD From a Soldier's POV)"
- [Video](#): "Failure to Form an Attachment: The role of attachment in infancy on later mental and physical health outcomes"

**For session #8:**

- Please submit your Self-Care Assignment #4 to Canvas by 7/21/19, no later than 11:59 PM CST.
- Please complete Quiz #2 by 7/21/19, no later than 11:59 PM CST.

---

**Session #8 – 7/23/19**

**Please be prepared for class by reading:**

- Corcoran and Walsh: Chapter 9 – Eating Disorders and Chapter 11 – Substance-Related and Addictive Disorders.
- Ashley, O., Marsden, M.E., & Brady, T. (2003). Effectiveness of substance abuse treatment programming for women: A review. *American Journal of Drug and Alcohol Abuse*, 29, 19-54.
- Brockmeyer, T., Skunde, M., Wu, M. Bresslein, E., Rueorwky, G., Herzog, W., & Friederich, H. C. (2014). Difficulties in emotion regulation across the spectrum of eating disorders. *Comprehensive Psychiatry*, 55(3), 565-571.
- Buser, J. K. (2010). American Indian adolescents and disordered eating. *Professional School Counseling*, 14, 146-155.
- *Harvard Mental Health Letter* (July 2002). Treatment of bulimia and binge eating, 19(1), 1-4.
- *Harvard Mental Health Letter* (August 2009). Treating anorexia nervosa. 26(2), 1-3.

**Please contribute to the blog discussion about the following:**

- [Video](#): “Frontline: The Meth Epidemic”

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

**For Session 9:**

- Please submit Literature Reflection #4 located in Canvas by 7/28/19 by 11:59 PM CST.
- Please submit your Policy Reflection Assignment by 7/28/19 no later than 11:59 PM CST.

---

**Session #9 – 7/30/19**



**Please prepare for class having read:**

- Corcoran and Walsh: Chapter 10 – Oppositional Defiant Disorder and Chapter 12 – Alzheimer’s Disorder
- Clarke, J. N. & Van Ameron, G. (2015). Parents whose children have oppositional defiant disorder talk to one another on the internet. *Child Adolesc Soc Work J*, 32, 341-350.
- Ronen, T. (2005). Students’ evidence-based practice intervention for children with oppositional defiant disorder. *Research on Social Work Practice*, 15(3), 165-179.
- McFarland, P, Sanders, J., & Hagen, B. (2018). Clinicians’ perspective on the diagnosis of antisocial disorders in adolescence. *Child Adolesc Soc Work J*, 35, 21-30.
- Bookmeyer, R., Abdalla, N., Kawas, C. H., & Corrada, M. M. (2018). Forecasting the prevalence of preclinical and clinical Alzheimer’s disease in the United States. *Alzheimer’s & Dementia*, 14, 121-129.
- Seaman, A. T. (2018). The consequences of “doing nothing”: Family caregiving for Alzheimer’s disease as non-action in the U.S. *Social Science & Medicine*, 197, 63-70.
- **Please note:** In the Canvas folder for this week’s outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams will be very specific as to what is on the quizzes.

**For Session 10:**

- Please submit your Self-Care Assignment #5 in Canvas by 8/04/19, no later than 11:59 PM CST.
- Please submit your Case Conceptualization #3 in Canvas by 8/04/19 no later than 11:59 PM CST.

---

**Session #10 – 8/06/19**

**Please prepare for class having read:**

- Corcoran and Walsh: Chapter 13– Personality Disorders
- Dziegielewski, Sophia F. (2014). *DSM-5 In Action (3<sup>rd</sup> Ed.)*. Hoboken, New Jersey: John Wiley and Sons. Chapter 10 (scanned reading)
- Flaherty, H. B. (2018). Treating adolescent non-suicidal self-injury: A review of psychosocial interventions to guide clinical practice. *Journal of Child Adolesc Social Work*, 35, 85-95.
- Walsh, J. (2017). Schizotypal Personality Disorder: A clinical social work perspective. *Journal of Social Work Practice*, 31(1), 67-78.
- Kealy, D. & Ogrodniczuk, J. S. (2012). Pathological Narcissism: A frontline guide. *Practice: Social Work in Action*, 24(3), 161-174.
- Furnham, A., & Trickey, G. (2011). Sex differences in the dark side traits. *Personality and Individual Differences*, 50, 517-522.

- Furnham, A., & Petropoulou, K. (2018). Mental health literacy, sub-clinical personality disorders and job fit. *Journal of Mental Health Fit, Early Online*, 1-6.

**Please prepare for class by viewing video:**

- [Video](#): “Living with Borderline Personality Disorder”
- [Video](#): “Angela’s Beautiful Life”
- [Video](#): “Borderline Personality Disorder”

**Please note:** In the Canvas folder for this week’s outline, there are additional resources/videos/podcasts/PowerPoints for your viewing. Dr. Abrams it will be very specific as to what is on the quizzes.

**Social Work Policy Assignment:**

**Here are some possible resources for this assignment:**

- Accordino, M. P., Porter, D. F., & Morse, T. (2001). Deinstitutionalization of persons with severe mental illness: Context and consequences. *Journal of Rehabilitation*, 67(2), 16.
- Druss, B. G., & Mauer, B. J. (2010). Health care reform and care at the behavioral health—Primary care interface. *Psychiatric Services*, 61(11), 1087–1092.
- Garcia, R. A. (2010). Equity for all? Potential impact of the Mental Health Parity and Addiction Act of 2008. *The Journal for Legal Medicine*, 31(1), 137-155.
- Mechanic, D., & Rochefort, D. A. (1992). A policy of inclusion for the mentally ill. *Health Affairs*, 11(1), 128-150.
- Dorthea Dix. <https://www.youtube.com/watch?v=FmkX9s9EH1Q>
- Mental Health Parity and Addiction Equity Act of 2008  
<https://www.youtube.com/watch?v=t4Ytb5cUpVg&t=519s>
- Institutionalized- mental health behind bars (23.04)  
<https://www.youtube.com/watch?v=-fQ50a-m92Y>
- **Please note:** The above readings regarding Mental Health Policy will not be on your final quiz.

**Before the last day of the semester:**

- **Please submit Quiz #3 by 8/09/19 no later than 11:59 PM CST.**

**The semester is over and you made it. Please remember this when feeling stressed over the next two semesters, you’ve got this.**