

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

**SW 537 - Introduction to Psychopathology and Social Work Practice**

**Section 002**

**3 credit hours**

**Summer, 2019**

**Instructor: Steve Brown LCSW**  
**Class Time: Monday 125-425**  
**Office Hours: To be announced**

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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](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 5) is used as an organizing framework for reviewing major mental disorders. Discussion of the strengths and weaknesses of this system, the role of social workers in psychiatric diagnosis, the relationship of diagnosis to social work assessment and practice, and issues of ethical practice, and an emphasis on diagnosis, assessment, ethical issues in practice with diverse/multicultural clients/client systems are a critical part of the course. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment of adults, adolescents, and children. Knowledge of psychopharmacology and the roles social workers play regarding medication with clients as part of an interdisciplinary treatment team will be covered.

### **Course Rationale**

The course examines psychopathology and mental disorders from a systems and ecological perspective. Emphasis is placed on understanding biopsychosocial and cultural influences on the incidence, course, and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations at risk. Current research from biological psychiatry and sociological work regarding the impact of poverty, race, class, social causation and labeling theories and the stress, coping, social support model are highlighted. Special attention is also placed on understanding the human experience of mental illness through the study of subjective experience of clients and the experience of family burden on families.

### **Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate:

1. Using multidisciplinary theoretical frameworks, describe different approaches for the study of psychopathology. 7.2 (Content: *perspectives of psychopathology; the public health model and social justice; understanding the global burden of mental illness; overview of diagnosis and classification; ecological and strengths perspectives*).
2. Identify the components of comprehensive assessment with individual clients including collection of relevant environmental data and symptomatology, to formulate a differential diagnosis and comprehensive psychosocial evaluation. 7.1, 7.2 (Content: *psychopathology for diverse populations; mental health disparities across diverse populations*).
3. Employ research evidence to identify, describe, and distinguish the major types of psychopathology including symptomatology, 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*).

### **Dimensions**

***Cognitive and affective processes*** (includes critical thinking, affective reactions, and exercise of judgment)

Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.

Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.

***knowledge*** is based on scientific inquiry, awareness of facts, history, concepts, theories etc and information derived from lecture or reading content.

***Values*** pertains to the code of ethics and the personal and professional values and any conflict resolution methods around these concepts.

***Skill-*** demonstration of the ability to apply theory into practice. (consistently measured in field practice)

***[Note: It is strongly suggested that this syllabus be read extremely carefully, as it contains information about the timing and content of assignments that will have an effect on grading. It is also suggested that each student use a calendar and mark not only when various assignments are due, but time to work on them; organization is one of the keys to doing well in this class. Please ask questions when needed to clarify matters.]***

### **Texts (required)**

Black, D. & Andreasen, N. (2014) Introductory Textbook of Psychiatry 6<sup>th</sup> Edition. Washington, DC: American Psychiatric Press.

American Psychiatric Association (2013). The Desk Reference to the Criteria from the Diagnostic and Statistical Manual of Mental Disorders 5. Washington, DC: American Psychiatric Press

### **Readings (required)**

Articles are available on Canvas

***[Readings may be added or substituted by instructor as necessary.]***

Berk, Laura E. (2004) from Development Through the Lifespan 3<sup>rd</sup> edition. Pearson educational Inc.: Boston

Canino, Iorisa and Alegria, Margarita (2008) Psychiatric Diagnosis – Is it Universal or Relative to Culture. *The Journal of Child Psychology and Psychiatry*. 49:3, 237-250,

Corcoran, Jacqueline and Walsh, Joseph (2016) Chapter 2: Social Work and the DSM: Person-In-Environment versus the Medical Model from *Clinical Assessment and Diagnosis in Social Work Practice*, 3<sup>rd</sup> Edition. Oxford University Press: New York, NY.

Cozolino, Louis. (2006) Chapter 7: Reflexes and Instincts: Jumpstarting Attachment from The Neuroscience of Human Relationships: Attachment and the Developing Social Brain. New York, NY: W.W. Norton and Co.

Cozolino, Louis. (2006) Chapter 10: Ways of Attaching from The Neuroscience of Human Relationships: Attachment and the Developing Social Brain. New York, NY: W.W. Norton and Co.

Cozolino, Louis. (2006) Chapters 18: Borderline Personality Disorder and Chapter 19: Psychopathy: The Antisocial Brain from The Neuroscience of Human Relationships: Attachment and the Developing Social Brain. New York, NY: W.W. Norton and Co.

Cutcliffe, John R. and Lakeman, Richard (2010) Challenging Normative Orthodoxies in Depression: Huxley's Utopia or Dante's Inferno? *Archives of Psychiatric Nursing* Vol.24, No. 2 114-124.

Fox, Jesse and Jones, K. Dayle (2012) DSM 5 and Bereavement: The Loss of Normal Grief? *Journal of Counseling and Development* Vol. 91

Fonagy, Peter. (2001) Chapter 1: Introduction to Attachment Theory from Attachment Theory and Psychoanalysis. New York, NY: Other Press LLC.

Fonagy, Peter. (2001) Chapter 2: Key Findings of Attachment Research from Attachment Theory and Psychoanalysis. New York, NY: Other Press LLC.

Gilbert, D. (2003). (*Multicultural Assessment in*) *Clinical Assessment for Social Workers* (2<sup>nd</sup> edition). Chicago, Ill.: Lyceum

Hays, Pamela A. (1996) Addressing the Complexities of Culture and Gender in Counseling. *Journal of counseling and Development*. Vol. 74

Iasenza, Suzanne (2010) What is Queer about Sex? Expanding Sexual Frames in Theory and Practice *Family Process* 49:291-308

James, Susan and Prilletensky, Isaac. (2002) Cultural Diversity and Mental Health: Towards Integrative Practice. *Clinical Psychology Review* 22. 1133-1154.

Kalkoff, Djurich, and Burke. (2007) Relational Distance and the Acceptance of Mental Health Evaluations: A Social Influence Approach to Deviant Labeling. *Sociological Perspectives*, Vol. 50, No. 4 493-516.

Kernberg, Otto F. and Yeomans, Frank E. (2013) Borderline Personality Disorder, Bipolar Disorder, Depression, ADHD, and Narcissitic Personality Disorder: Practical Differential diagnosis. *Bulletin of the Menninger Clinic*. 77[1], 1-22

Kroska, Amy and Harkness, Sarah K. (2008) Exploring the Role of Diagnosis in the Modified Label Theory of Mental Illness. *Social Psychology Quarterly*. Vol. 71, No. 2, 193-208

Lopez, Steven R. and Guarnaccia, Peter J. (2000) Cultural psychopathology: Uncovering the Social World of Mental Illness. *Annual Review of Psychology*. 51:571-598.

Marcia, James. Why Erikson? From Hoover, Kenneth (ed.). (2004). The Future of Identity: Centennial Reflections on the Legacy of Erik Erikson. New York, NY: Lexington Books

Newton, Chess and Smith Dale (2003) chapter 4: Individual (Piaget, Kohlberg, Maslow) Human Behavior in the Social Environment. 3<sup>rd</sup> Edition. Pearson Educational Inc.: Boston.

Pierre, Joseph M. (2010) Hallucinations in Nonpsychotic Disorders: Toward a Differential Diagnosis of "Hearing Voices" *Harvard Review of Psychiatry* Vol. 8, No. 1

Seigel, Daniel. (1999). Chapter 3: Attachment from The Developing Mind. New York, NY: The Guilford Press

Seigel, Daniel. (2010). Chapter 9: Making Sense of Our lives: Attachment and the Storytelling Brain from Mindsight.. New York, NY: Bantam Books.

Sadock, J. S. and Sadock, V. A. (2007) Kaplan and Sadock's Synopsis of Psychiatry (10<sup>th</sup> edition). Philadelphia, PA: Lippincott Williams & Wilkins

Wilton, Robert (2004) Putting Policy into Practice? Poverty and People with Serious Mental Illness. *Social Science and Medicine*. 58.25-35.

### **Supplementary Readings (not required)**

Canino, I. and Spurlock, J. (2000). Culturally Diverse Children and Adolescents: Assessment, Diagnosis, and Treatment (2<sup>nd</sup> edition). New York, NY: Guilford Press

Corcoran, Jacqueline and Walsh, Joseph. (2010) Clinical Assessment and Diagnosis in Social Work Practice (2<sup>nd</sup> edition). New York, NY: Oxford University Press

Cozolino, Louis. (2006) The Neuroscience of Human Relationships: Attachment and the Developing Social Brain. New York, NY: W.W. Norton and Co.

Fonagy, Peter. (2001) Attachment Theory and Psychoanalysis. New York, NY: Other Press LLC.

Goldstein, Edna. (1995). Ego Psychology and Social Work Practice (2<sup>nd</sup> edition). New York, NY: The Free Press

Goldstein, Edna. (2002), Object relations theory and Self Psychology in Social Work Practice. New York, NY: The Free Press

Hayes, Pamela. (2007). Addressing Cultural Competence in Practice, Assessment, Diagnosis, and Therapy (2<sup>nd</sup> edition). Washington, DC: APA

Hoover, Kenneth (ed.). (2004). The Future of Identity: Centennial Reflections on the Legacy of Erik Erikson. New York, NY: Lexington Books

Kilgus, M. and Maxmen, J. and Ward, N. (2009) Essential Psychopathology and Its Treatment (3<sup>rd</sup> edition). New York, NY: W. W. Norton and Co.

McWilliams, Nancy. (2011) Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process. New York, NY: The Guilford Press

PDM Task Force. (2017) Psychodynamic Diagnostic Manual 2: 2<sup>nd</sup> edition. Silver Springs, MD: Alliance of Psychoanalytic Organizations

Sadock, J. S. and Sadock, V. A. (2007) Kaplan and Sadock's Synopsis of Psychiatry (10<sup>th</sup> edition). Philadelphia, PA: Lippincott Williams & Wilkins

Seigel, Daniel. (1999). The Developing Mind. New York, NY: The Guilford Press

Seigel, Daniel. (2010). Mindsight.. New York, NY: Bantam Books.

Wilber, Ken. Integral Psychology. (2000). Shambhala: San Francisco, CA.

Wilber, Ken. Sec, Ecology, Spirituality. (2001) Shambhala. San Fransisco, CA.

**\*\*Note:** All tests and assignments turned in as paper documents and not on canvas so as to include instructor written feedback.

**CLASS PARTICIPATION (10%) [competencies 2, 3, 4, 5, 6, 7, and 8; dimension: cognitive and affective processes]**

Class participation includes actively participating in class discussions and participating in working case studies in small groups, as well as providing topic related, relevant, thoughtful commentary and critiques, utilizing readings and experience to move the class further in their understanding of course content, without dominating discussions. This will involve the student in applying assessment skills and differential diagnosis, as well as identifying types of psychopathology, discussing biological, cultural, social, and psychological factors, and considering interventions and ethical dilemmas. **Two percentage points will be deducted from participation grade for any absence, unless MD note provided. Students will complete a one paragraph self-evaluation of their participation due during the last class**

**8/5/19 Self-Evaluation of Class Participation Due**

**ASSIGNMENT 1 Tests (35%) [competencies 1, 3, 5, 6, and 7 ; dimensions: knowledge ]**

There will be 7 in-class tests. These tests overall will help to develop competency in differential diagnosis and review content of the course.

**6/17/19 Test 1:** This test will cover different theoretical approaches to psychopathology and diagnosis from DSM and Black & Andreasen, chapter 1 as well as symptom presentation during interviewing and assessments from DSM and Black & Andreasen, chapter 2 as well as lecture notes

**6/24/19 Test 2:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Personality Diagnoses/Defense Mechanisms from McWilliams, DSM and Black & Andreasen chapter 17 as well as lecture notes

**7/8/19 Test 3:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Childhood Diagnoses (Neurodevelopmental disorders) from DSM and Black & Andreasen chapter 4 as well as lecture notes

**7/15/19 Test 4:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Mood (Bipolar and related disorders, Depressive disorders) and Adjustment Diagnoses from DSM and from Black & Andreasen chapters 6, 7 and 9 as well as lecture notes

**7/22/19 Test 5:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Anxiety and Obsessive-Compulsive and Trauma and Stressor related disorders from DSM and Black & Andreasen, chapters 7, 8, and 9, as well as lecture notes

**7/29 /19 Test 6:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Psychotic Diagnoses from DSM (schizophrenia spectrum and other psychotic disorders) and Black & Andreasen, chapters 5 as well as lecture notes.

**8/5/19 Test 7:** This test will cover diagnosis and the symptoms, etiology, coping skills, interaction of biology/social/psychology, differential diagnoses, diversity/culture/ethnicity, course and evidenced-based treatment of Substance-Related and Addictive Diagnoses, Psychiatric Emergencies, and legal issues from DSM and Black & Andreasen, chapters 15, 18 and 19 as well as lecture notes.

**ASSIGNMENT 11 (5%) [competencies 1, 3, 5, 6, 7, and 8; dimensions: knowledge/cognitive and affective processes]**

**Individual Presentation of Articles**

Each student will be responsible for presenting 2 articles pertaining to diversity and/or cultural competency (race, religion, gender, ethnicity, poverty, sexual orientation and so on) as it applies to psychotic disorders, mood disorders, anxiety disorders and substance use disorders, etc. and psychopathology. All possible ethical concerns can also be discussed as well as any interaction between biological, sociological, and psychological aspects and appropriate evidenced-based treatments (if found in the articles).

This informal presentation is meant to be brief (not more than 5 minutes), in which a concise summary will be expected and 3-5 main points of each article to be discussed by the presenter. The presenter will email the articles to the instructor, so that this can be posted on Canvas. The articles are to be chosen by the students from a peer reviewed journal article and cannot be older than 10 years. **The student must write notes for the presentation on a separate sheet of paper and must not read from the articles.** This assignment serves three goals: 1) to keep the class up on current research in psychopathology; 2) to explore traditional social work concerns (cultural aspects/person-in-environment) in regards to psychopathology; and 3) encouraging students to explore topics of particular interest. **Presentations occur on 7/1/19**

**ASSIGNMENT III Diagnostic Presentation of Mental Disorders (15%) [competencies 1, 3, 5, 6, and 7 ; dimensions: knowledge/cognitive and affective processes]**

The purpose of this assignment is to work in depth in an area of psychopathology not covered in class discussions in an effort to enrich your own understanding as well as that of your classmates. In addition to your textbook and the DSM 5, students will research journals, internet materials and other texts. Students will work in small groups to create 1) a power-point presentation that will last approximately 30 minutes and 2) a research paper with the following information in this order using bold headings: provide definition of disorder(s), discuss symptoms, etiology, prevalence, differential diagnosis (please explain here HOW to differentiate – not just a list of disorders to differentiate), evidenced based interventions (see Black & Andreasen chapter 20), medication usage (see Black & Andreasen chapter 21), diversity and impact on family. [Of course, a bibliography with much use of articles outside the texts is expected].

Each group MUST cite the research in your paper at appropriate places (each paragraph at least once and perhaps more depending on the size of the paragraph) as well as using extensive research in addition to the text (papers mostly using just the texts will not do well). Please specify each individual student's contribution to the presentation and, of course, include a bibliography. This is a group project and **students will be graded as a group. Therefore, collaborate and check each others' work – this will entail communicating and organizing together outside of class time.** Please pay particular attention to impact on family, diversity, and cultural issues surrounding the disorder. The citations must be from peer-reviewed journals or from authoritative internet sites (Mayo Clinic, NIMH, Harvard School of Medicine, etc.). The differential diagnosis section is important so that students can discuss how they would be able to differentiate the diagnosis (or diagnoses) from other and similar diagnoses.

**The students will act, during their presentations, as if they are presenting this information at a professional conference (dress, speech, overall personal presentation, etc.) – Please don't just read the power point slides.** Also, learn how to pronounce any words you will say in the power point presentation. The class and your instructor will be taking notes, as some of this material will be on the tests. **Each group must email the power point presentation to the instructor by the day of the presentation.** Also, each group is responsible for preparing the technology and making sure the technology will work before the class power point presentation. Please time your presentations before the due date to ensure the group does not go over 30 minutes.

I. Oppositional Defiant Disorder and Conduct Disorder and other disruptive impulse-control disorders. [cover all the disorders but spend more time and detail on ODD and CD] DSM and Chapter 14 Black & Andreasen **[presented on 6/24/19]**

II. Somatic Symptom and Related Disorders. [cover all the disorders, but spend the most time on Somatic Symptom Disorder, Illness Anxiety Disorder, Factitious Disorder and Conversion Disorder DSM and Chapter 10 Black & Andreasen **[presented 7/1/19]**

III. Feeding and Eating Disorders (anorexia, bulimia, and binge eating disorder covered extensively, the others covered moderately). DSM and Chapter 11 Black & Andreasen. **[presented on 7/8/19]**

IV. Dissociative Disorders DSM and Chapter 10 Black & Andreasen **[presented 7/15/19]**

V. All of the Neurocognitive Disorders. Discuss in detail delirium, major Neurocognitive disorder and mild Neurocognitive disorder, Alzheimer's, Vascular, Traumatic Brain Injury, and Parkinson's; discuss, but not in detail, the other types. DSM and Chapter 16 Black & Andreasen **[presented on 7/22/19]**

VI. Psychiatric Emergencies and Legal Issues As some of the above criteria does not apply to this presentation, focus on the signs of suicidality and violence, how to assess for these, and the legal aspects of clinical practice DSM and Black & Andreasen Chapter 18 and 19 **[presented on 7/29/19]**

VII. Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders. DSM and Chapter 13 Black & Andreasen [presented on 8/5/19]

**ASSIGNMENT IV (35%). [competencies 1, 2, 3, 4, 5, 6, 7, and 8 ; dimensions: cognitive and affective processes/knowledge/values/skill]**

The complete assignment will be due the last day of class (8/5/16), although most of the assignment will be divided as indicated below, and will cover material from most of the course content. A study guide and format will be provided

**6/17/19 Mental Status Exam Due**

**6/24/19 Ecological Evaluation Due**

**7/1/19 Cultural (ADDRESSING) Evaluation Due**

**7/8/19 Life Span Psychosocial Developmental History Due**

**7/22/19 Diagnostic Formulation Due**

**Grading Scale**

- A (94-100) Outstanding/Superior: Exceptional performance that consistently exceed expectations.  
B+ (89-93) Above average: student consistently meets and occasionally exceeds normal expectations.  
B (84-88) Average: Student consistently meets normal expectations for the course.  
C+ (79-83) Below average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.  
C (70-78) Poor: There is a lack of understanding of course content.  
D (60-69) Very Poor. There is a lack of attendance and/or incomplete assignments. Course expectations are not met with regularity.  
F (59 and below) Failing. Course expectations not met.

**Completing assignments and incompletes:**

Assignments are due in class on the date assigned. **Any late completion of the any assignment will result in a point loss from the final grade for each day late.** While incompletes are discouraged, the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those students who are unable to complete the course on time must negotiate an incomplete with the instructor pursuant to the university policy.

**SESSION PLANS:**

**6/3/19 Session 1: Introduction and syllabus review.** Introduction to psychopathology: What this class is about.

Classification systems and use of the DSM. Nested Holonic systems

Perspectives on psychopathology: Diversity & social justice

Critical thinking and the DSM (categorical and dimensional approaches; Both/And versus Either/Or; the continuum or spectrum approach to psychopathology. Discuss a strength/resilience perspective. Introduction to aspects of personality

**Required Readings**

Andreasen & Black: Chapter 1 (Diagnosis and Classification) and Chapter 2 (Interviewing and Assessment)

Corcoran, Jacqueline and Walsh, Joseph. (2010)

Kalkoff and Burke (2007)

Kroska and Harkness (2008)

Lopez and Guarnaccia (2000)

Wilton, R. (2004).

**\*\*Form Groups for Diagnostic Presentations.**

**6/10/19 Session 2: Personality Dynamics, Defense Mechanisms, and Personality Disorders**

**Required Readings**

Readings to be made available by instructor (McWilliams on Canvas)

DSM 5 p.321

Cozolino, Louis. (2006) Chapters 18 and 19

Kernberg, Otto F. and Yeomans, Frank E. (2013)

Other suggested readings:

Goldstein, Edna. (1995). Ego Psychology and Social Work Practice (2<sup>nd</sup> edition). New York, NY: The Free Press

McWilliams, Nancy. (2011) *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. New York, NY: The Guilford Press  
PDM Task Force. (2017) *Psychodynamic Diagnostic Manual 2: 2<sup>nd</sup> edition*. Silver Springs, MD: Alliance of Psychoanalytic Organizations  
\*\*Review for Test 1  
\*\*Mental Status Exam discussion

**6/17/19 Session 3: Personality Dynamics, Defense Mechanisms, and Personality Disorders Cont.**

**Required Readings**

Readings to be made available by instructor (McWilliams on Canvas)

DSM 5 p.321

[See previous class]

\*\* Test 1

\*\*Mental Status Exam due

\*\*Review for Test 2

\*\*Discuss Ecological Assessment, including a strengths and resilience perspective

**6/24/19 Session 4:**

***Cultural Competence in Assessment and Diagnosis***

**Required Readings**

Andreason and Black (2014) chapter 14

Canino and Alegrai (2008)

Hays, Pamela, (1996).

Gilbert, D. (2003).

James and Prillettensky (2002)

\*\*Discussion of ADDRESSING (Cultural Assessment)

\*\*Discuss Individual Presentation of Articles due next week

\*\***Diagnostic Presentation I. ODD and CD and other disruptive impulse-control disorders**

\*\* Test 2

\*\***Ecological Assessment due**

**7/1/19 Session 5: Neurodevelopmental/Childhood Disorders, Biopsychosocial Factors, Neurobiology, and Developmental Contributions**

**Required Readings**

Andreasen & Black: Chapters 3, 4, 14, 10

DSM-5 p. 17; 141-143; 146-149; 93-94; 115-116

Development information on Canvas:

Berk, Laura E. (2009) *Development Through the Lifespan 3<sup>rd</sup> edition*. Boston: Pearson Education Inc.

Cozolino, Louis. (2006)

Erikson, Erik. *The Stages of Psychosocial Development Chart*

Fonagy, Peter. (2001)

From Kaplan and Saddock *Synopsis of Psychiatry: Erikson's Stages Chart*

Marcia, James. 2004.

Newton and Smith. (2003).

From Saddock and Saddock's *Synopsis of Psychiatry: Mahler Stages Chart*

Seigel, Daniel. (1999).

Seigel, Daniel. (2010).

\*\***Individual Presentation of Articles with a Bibliography**

\*\***Diagnostic Presentation II. Somatic Symptoms and Related Disorders**

\*\***ADDRESSING (Cultural) Assessment) due**

\*\*Review for Test 3

\*\*Discuss Life Span Psychosocial Developmental History

**7/8/19 Session 6: Depressive Disorders, Bipolar and Related Disorders/Adjustment Disorders**

**Required Readings**

Andreasen & Black: Chapters 6, 9, 11

DSM-5 p. 65-92; 94-114; 151-152  
Cutcliffe and Lakeman (2010)  
Fox and Jones (2012)

**\*\* Test 3**

**\*\*Diagnostic Presentation III. Feeding and Eating Disorders (anorexia, bulimia, and binge eating disorder)**

**\*\*Life Span Psychosocial Developmental History due**

**\*\*Review for Test 4**

**7/15/19 Session 7: Anxiety Disorders/Obsessive-Compulsive and Related Disorders**

**Required Readings:**

Andreasen & Black: Chapters 7, 8, & 10

DSM-5 p. 116-128; 129-140

**\*\* Test 4**

**\*\*Diagnostic Presentation IV: Dissociative Disorders**

**\*\*Review for Test 5**

**\*\*Diagnostic Formulation discussion**

**7/22/19 Session 8: Mood and Anxiety Disorders (continued); PTSD; and Psychopharmacology**

Psychopharmacology document on Canvas

DSM 5 p.143

Andreasen and Black Chapter 9, 18, 21

**\*\*Diagnostic Formulation due**

**\*\*Diagnostic Presentation V. Neurocognitive Disorders.**

**\*\* Test 5**

**\*\*review for Test 6**

**7/29/19 Session 9: Schizophrenia Spectrum and other Psychotic Disorders and Psychopharmacology**

**Required Readings**

Andreasen & Black: Chapter 5 (Schizophrenia and Other Psychotic Disorders); chapters 18 & 19

DSM-5

Pierre (2010)

**\*\*Diagnostic Presentation VI. Psychiatric Emergencies and Legal Issues**

**\*\* Test 6**

**\*\*Review for Test 7**

**\*\*Assignment IV discussion**

**8/5/18 Session 10: Substance-Related and Addictive Disorders and Dual Diagnosis**

**Required Readings:**

Andreasen & Black: Chapter 15 (Alcohol & Drug Related Disorders); chapter 13

DSM-5 227-283

Iasenza (2010)

**\*\* Test 7**

**\*\*Diagnostic Presentation VII. Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders.**

**\*\*Self-Evaluation of Class Participation Due**

**\*\*Assignment IV due: Please specify one of two choices – 1. Bring a large manila envelope addressed to yourself with postage already affixed (remember how heavy paper this will be ) (or) 2. Ask that the paper be shredded**

**\*\* Please fill out a class evaluation online; a point added to the final grade will occur when proof of this process is presented**