

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
NASHVILLE CAMPUS**

**SW 530 SEMINAR IN CLINICAL SOCIAL WORK:  
PSYCHOPATHOLOGY**

**Fall, 2002**

<b>Instructor:</b>	<b>Brian E. Bride, Ph.D.</b>	<b>E-mail:</b>	<b>bbride@utk.edu</b>
<b>Phone:</b>	<b>(615) 256-1885 x136</b>	<b>Office Hours:</b>	<b>Monday, 11:50am – 1:00 pm</b>
<b>Office:</b>	<b>Room 262</b>		<b>Thursday, 4:00 – 5:00pm</b>
<b>Class time:</b>	<b>Thursday, 1:00-3:50 pm</b>		<b>Or by appointment</b>

---

**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))

**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, 2001*).

**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 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

**Course Description:**

Psychopathology is an advanced clinical elective focusing on knowledge and assessment of psychosocial functioning of the individual. This course examines mental disorders in terms of clinical presentation, problems, causes, and processes. An ecological perspective is used to understand that mental illness occurs within a social context. Theories of and recent research in the etiology of psychological dysfunction and social variance are reviewed. Methods of assessment currently used in clinical social work practice are demonstrated and critically examined. The interactions of biological, psychological, social, risk and resiliency, cultural, political, and environmental factors are stressed in understanding the development and maintenance of mental disorders.

**Rationale:**

This course is an advanced elective for MSSW students. It is designed to provide understanding of psychopathology and dysfunctional behavior in terms of manifestation, etiology, dynamic causation and diagnosis as a basis for intervention.

## **Course Objectives:**

By completion of this course, the student is expected to be able to (through course activities, assignments and/or exams):

1. Describe different theoretical approaches or models for the study of psychopathology;
2. Identify the components of comprehensive assessment with individual clients, including the use of the mental status examination, differential diagnosis and psychosocial evaluation;
3. Identify, describe, and distinguish the major types of psychopathology including symptomology, etiology, and coping function served;
4. Identify theories of human growth and development that contribute to understanding psychopathology;
5. Describe the interaction of biological, sociological, psychological, risk and resiliency factors in the generation of psychopathology;
6. Identify the effects of ethnic, racial, cultural, economic, sexual orientation, age, gender, physical and mental ability characteristics on and vulnerability to maladaptive behavior;
7. Apply knowledge of psychopathology to formulate differential diagnosis and identify the implications of diagnosis for social work intervention;
8. Explicate an understanding of the ethical issues encountered in assessment and intervention in regard to psychopathology, and psychiatric diagnosis with clients and the ability to analyze ethical dilemmas that may arise.

## **Required Text:**

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed., Text Revision). Washington, DC: American Psychiatric Association.

## **Supplemental Texts:**

Kaplan, H.I. & Sadock, B.J. (1998). Synopsis of psychiatry (8<sup>th</sup> ed.). Baltimore, MD: Williams & Wilkins.

Maxmen, J.S. & Ward, N.G. (1995). Essential psychopathology and its treatment (2<sup>nd</sup> ed.). New York: W.W. Norton & Company.

## **Supplemental Readings (on reserve in the library):**

Adebimpe, V. R. (1994). Race, racism, and epidemiological surveys. Hospital and Community Psychiatry, 45, 27-31.

Becker, D. (2000). When she was bad: Borderline personality disorder in a posttraumatic age. American Journal of Orthopsychiatry, 70(4), 422-432.

Cororve, M.B. & Gleaves, D.H. (2001). Body dysmorphic disorder: A review of conceptualizations, assessment, and treatment strategies. Clinical Psychology Review, 21(6), 949-970.

Dulmus, C.N. & Rapp-Paglicci, L.A. (2000). The prevention of mental disorders in children and adolescents: Future research and public -policy recommendations. Families in Society: The Journal of Contemporary Human Services, 81(3), 294-303.

Farmer, R.L., Walsh, J., & Bentley, K.J. (1998). Schizophrenia. In B.A. Thyer & J.S. Wodarski (Eds.), Handbook of Empirical Social Work Practice: Vol. I. Mental Disorders (pp. 245-270). New York: John Wiley and Sons.

Gleaves, D.H. & May, M.C. (2001). An examination of the diagnostic validity of dissociative identity disorder. Clinical Psychology Review, 21(4), 577-608.

Kraus, G. & Reynolds, D.J. (2001). The “A-B-C’S” of the cluster B’s: Identifying, understanding, and treating cluster B personality disorders. Clinical Psychology Review, 21(3), 345-373.

Leuchter, A. (1995). Late-life depression: Recent advances in assessment and treatment. Proceedings of a Symposium.

Markward, M.J. & Bride, B.E. (2001). Oppositional defiant disorder and the need for family-centered practice in schools. Children & Schools, 23(2), 73-83.

Murray, J.B. (1997). Munchausen syndrome/Munchausen syndrome by proxy. The Journal of Psychology, 131(3), 343-352.

Noe, R. (1980). A model for integrating theoretical approaches to deviance. Social Work, 25, 366-370.

Suzuki, L.A., Meller, P. J., & Ponterotto, J. G., (Eds.), (1996). Handbook of multicultural assessment. San Francisco: Jossey-Bass, Inc.

Williams, J. B., & Spitzer, R. L; Kutchins, H. & Kirk, S. A. (1995). Should the DSM be the basis for teaching social work practice in mental health? Journal of Social Work Education, 31(2), 148-168.

### **Course Requirements:**

Mid term Examination (30% of final grade) – An in-class, midterm examination will be held on March 5, 2002. The format of the examination will be discussed no later than the week prior to the exam.

Final Examination (30% of final grade) - An in-class, final examination will be held on April 23, 2002. The format of the examination will be discussed no later than the week prior to the exam.

Term Paper (40% of final grade) – Students are expected to write a comprehensive term paper on a mental disorder of their choice. The paper is intended to be a comprehensive and critical review of the literature on a particular mental disorder of the student’s choosing. The paper should include the following elements:

A. Epidemiology

- B. Assessment
- C. Clinical Presentation and Course
- D. Etiology (including theoretical explanations)
- E. Treatment Options (including theoretical rationale and empirical evidence of effectiveness)
- F. Diversity Issues
- G. Discussion/Implications for Social Work Practice

Alternative topics for the term paper may be considered, but the student must obtain pre-approval from the instructor. The paper is due on December 5, 2002.

The paper must be written according to the APA Manual (5<sup>th</sup> ed.). Among other things, this includes a title page, abstract, and running head. Points will be deducted for failure to follow APA style and format. Further, all papers must be in 12pt type, Times New Roman or Courier font, and with 1 inch margins on all sides.

**Grading Scale:**

A	93-100
B+	88-92.9
B	80-87.9
C+	77-79.9
C	70-76.9
D	60-69.9
F	< 60

**Course Policies:**

Students are expected to attend classes regularly, arrive on time, and remain in class until the class period concludes. Any student missing more than three classes will receive a failing grade.

Incompletes will be given only according to the rules specified in the University of Tennessee Catalog. Please refer to the catalog for additional information.

All written assignments are due at the beginning of the class period on the date specified on the course outline. Assignments received after the deadline will receive a reduced grade.

University policy regarding religious holidays will be observed. As stated in the UT student handbook, any student may request to be excused from class to observe a religious day according to her/his faith.

Students are expected to come to class prepared to discuss the assigned readings.

**Class schedule:**

***Date*                      *Topics and Readings***

**8/22/02                      Introduction, Review of Syllabus, Introduction to Psychopathology**

Williams, J. B., & Spitzer, R. L; Kutchins, H. & Kirk, S. A. (1995). Should the DSM be the basis for teaching social work practice in mental health? Journal of Social Work Education, 31 (2), 148-168.

**8/29/02                      Assessment and Diagnosis**

DSM-IV-TR, pp. xxiii - 37

Adebimpe, V. R. (1994). Race, racism, and epidemiological surveys. Hospital and Community Psychiatry, 45, 27-31.

Nooe, R. (1980). A model for integrating theoretical approaches to deviance. Social Work, 25, 366-370.

**9/5/02                        Disorders first seen in Infancy, Childhood, and Adolescence**

DSM-IV-TR, pp. 39 - 134

Dulmus, C.N. & Rapp-Paglicci, L.A. (2000). The prevention of mental disorders in children and adolescents: Future research and public-policy recommendations. Families in Society: The Journal of Contemporary Human Services, 81(3), 294-303.

Markward, M.J. & Bride, B.E. (2001). Oppositional defiant disorder and the need for family-centered practice in schools. Children & Schools, 23(2), 73-83.

**9/12/02                      Mood Disorders**

DSM-IV-TR, pp. 345 - 428

Leuchter, A. (1995). Late-life depression: Recent advances in assessment and treatment. Proceedings of a Symposium.

**9/19/02                      NO CLASS – INSTRUCTOR AT CONFERENCE**

**9/26/02                      Anxiety and Dissociative Disorders**

DSM-IV-TR, pp. 429 – 484, 519 - 534

Gleaves, D.H. & May, M.C. (2001). An examination of the diagnostic validity of dissociative identity disorder. Clinical Psychology Review, 21(4), 577-608.

**10/3/02            MIDTERM EXAM**

**10/10/02           Fall Break – NO CLASS**

**10/17/02           Schizophrenia and Other Psychotic Disorders  
Delirium, Dementia, Amnestic, and other Cognitive Disorders**

DSM-IV-TR, pp. 297 – 344, 135 - 180

Farmer, R.L., Walsh, J., & Bentley, K.J. (1998). Schizophrenia. In B.A. Thyer & J.S. Wodarski (Eds.) Handbook of Empirical Social Work Practice: Vol. I. Mental Disorders (pp. 245-270). New York: John Wiley and Sons.

**10/24/02           Personality and Impulse Control Disorders**

DSM-IV-TR, pp. 663 – 678, 685 - 730

Becker, D. (2000). When she was bad: Borderline personality disorder in a posttraumatic age. American Journal of Orthopsychiatry, 70(4), 422-432.

Kraus, G. & Reynolds, D.J. (2001). The “A-B-C’S” of the Cluster B’s: Identifying, understanding, and treating Cluster B personality disorders. Clinical Psychology Review, 21(3), 345-373.

**10/31/02           Substance-Related Disorders**

DSM-IV-TR, pp. 191 - 296

**11/7/02            Eating, Sleep, Somatoform, and Factitious Disorders**

DSM-IV-TR, pp. 485 - 519, 583 - 662

Cororve, M.B. & Gleaves, D.H. (2001). Body dysmorphic disorder: A review of conceptualizations, assessment, and treatment strategies. Clinical Psychology Review, 21(6), 949-970.

Murray, J.B. (1997). Munchausen syndrome/Munchausen syndrome by proxy. The Journal of Psychology, 131(3), 343-352.

**11/14/02           Adjustment Disorders and Other Conditions That May Be a Focus of Clinical Attention**

DSM-IV-TR, pp. 679 – 684, 731 – 742

**Additional Readings:**

Amsterdam, E.A., Carter, C., Holloway, R. & Schwenk, T.L. (1994). Is it normal worry – or pathological anxiety? Patient Care, 28, 26-36.

Anspach. (1979). From stigma to identity politics: Political activism among the physically disabled and former mental patients. Social Science and Medicine, 13.

Astin, M.C., Ogland-Hand, S.M., Coleman, E.M., & Foy, D.W. (1995). Posttraumatic stress disorder and childhood abuse in battered women: comparisons with maritally distressed women. Journal of Consulting and Clinical Psychology, 63(2), 308-312.

Beitchman, J.H., Zucker, K.J., Hood, J.E., DaCosta, G.A., Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. Child Abuse and Neglect, 16, 101-118.

Bleiberg, E. (1994). Borderline disorders in children and adolescents: The concept, the diagnosis, and the controversies. Bulletin of the Menniger Clinic, 58 (2), 169-191.

Bornstein, R.F. (1995). Active dependency. Journal of Nervous and Mental Disease, 183(2), 64-77.

Bornstein, R.F. (1992). The dependent personality: Developmental, social, and clinical perspectives . Psychological Bulletin, 112(1), 3-23.

Bromberger, J. T., & Costello, E. J. (1992). Epidemiology of depression for clinicians. Social Work, 120-127.

Craske, M.G., Glover, D. & DeCola, J. (1995). Predicted versus unpredicted panic attacks: Acute versus general distress. Journal of Abnormal Psychology, 104, 214-223.

Dempsey, C. L. (1994). Health and social issues of gay, lesbian and bisexual adolescents. Families in Society: The Journal of Contemporary Human Services, 75(3) 160-167.

Diaferia, G.; Bianchi, I.; Bianchi, M.L.; Cavedini, P.; Erzegovesi, S.; and Bellodi, L. (1997). “Relationship between obsessive compulsive personality disorder and obsessive compulsive disorder.”, Comprehensive Psychiatry, 38(1) 38-42.

Dunn, G.E., Salvia, L., & Palmer, S. (1994). Multiple personality disorder: A new challenge for psychology. Professional Psychology: Research and Practice, 23, 18-23.

Farber, S.K. (1997). “Self medication, traumatic reenactment, and somatic expression in bulimic and self-mutilating behavior.” Clinical Social Work Journal, 25(1) 99 87-106.

Goodman, B. (1995). When the body speaks, who listens? Psychology Today, 28, 26-28.

Goodman, W.K.; Price, L.H.; Rasmussen, S.A.; Mazure, C.; et al. (1989). “The Yale-Brown obsessive compulsive scale: II Validity.” Archives of General Psychiatry, 46(11) 1012-16.

- Gorton, G., and Akhtar, S. (1990). The literature on personality disorders, 1985-88: Trends, issues, and controversies. Hospital and Community Psychiatry, 41(1), 39-51.
- Hoge, M. A., Davidson, L., Griffith, E. E., H., Sledge, W. H., & Howenstine, R. A. (1994 ). Defining managed care in public-sector psychiatry. Hospital and Community Psychiatry, 45(7), 1085-1089.
- Kaplan, C.P. & Shachter, E., (1993). Diagnostic and treatment issues with childhood birth disorders. Clinical Social Work Journal, 21(3), 271-281
- Karp, D. A. (1992). Illness ambiguity and the search for meaning: A case study of a self-help group for affective disorders. Journal of Contemporary Ethnography, 2(2).
- Keller, L.E., (1996) Invisible victims: Battered women in psychiatric and medical emergency rooms. Bulletin of the Menniger Clinic, 60(1), 1-21.
- Kent, D.A., Tomasson, K., & Coryell, W. (1995). Course and outcome of conversion and somatization disorders: A four-year follow-up. Psychosomatics, 32 (2), 138-144.
- Kirmayer, L.J., Robbins, J.M., & Paris, J. (1994). Somatoform disorders: Personality and the social matrix of somatic distress. Journal of Abnormal Psychology, 103(1), 125-136.
- McArdle, P., O'Brien, G., and Kolvin, I. (1995). Hyperactivity: Prevalence and Relationship with Conduct Disorder. Journal of Child Psychology and Psychiatry, 36(2), 279-303.
- McLeer, S.V., Callaghan, M., Henry, D., and Wallen, J. (1994). Psychiatric disorders in sexually abused children. Journal of the American Academy of Child and Adolescent Psychiatry, 33(3), 313-319.
- Mechanic, D. (1989). Mental health and social policy. Englewood Cliffs, NJ: Prentice Hall.
- Miller, L. (1994). Civilian post-traumatic stress disorder: clinical syndromes and psychotherapeutic strategies. Psychotherapy 31(4) 655-663.
- Miller, S.G. (1994) Borderline personality disorder. Hospital and Community Psychiatry, 45 (12), 1215-1219.
- Modestin, A. (1992). Multiple personalities. Archives of General Psychiatry, 37, 1388-1397.
- Paris, J. (1996) Cultural factors in the emergence of borderline pathology. Psychiatry, 59, 185-192.
- Murray, J.B. (1993). Relationship of childhood sexual abuse to borderline personality disorder, posttraumatic stress disorder, and multiple personality disorder. The Journal of Psychology, 127(6), 657-676.
- Paris, J. (1997). "Childhood trauma as an etiological factor in the personality disorders." Journal of Personality Disorders, 11(1) 34-49.

Pollack, M.H., Otto, M.W., Sabatino, S., Majcher, D., Worthington, J.J., McArdle, E.T., & Rosenbaum, J.F. (1996). Relationship of childhood anxiety to adult panic disorder: correlates and influence on course. American Journal of Psychiatry, 153(3), 376-381.

Roesler, T.A. and McKenzie, N. (1994). Effects of a childhood trauma on psychological functioning in adults sexually abused as children. The Journal of Nervous and Mental Disease, 182(3), 145-150.

Ross, M. (1991). The diagnosis of multiple personality disorder. Journal of Nervous and Mental Diseases, 84, 24-29.

Rutter, M. (1994). Family discord and conduct disorder: Cause, consequence, or correlate? Journal of Family Psychology, 8(2), 170-186.

Sable, P. (1994). Separation anxiety, attachment and agoraphobia. Clinical Social Work Journal, 22(4), 369-383.

Sabo, A.N. (1997). Etiological significance of associations between childhood trauma and borderline personality disorder: Conceptual and clinical implications. Journal of Personality Disorders, 11(1) 50-70.

Siever, L. J., & Davis, K. L. (1991). A psychobiological perspective on the personality disorders. American Journal of Psychiatry.

Tyler, S. (1992). Psychiatric assessment of chronic pain. British Journal of Psychiatry, 160, 733-741.

Vaughn, C. E. & Leff (1976). The influence of family and social factors on the course of psychiatric illness. British Journal of Psychiatry, 129, 125-137.

Weaver, T. L. & Clum, G.A.. (1993). "Early family environments and traumatic experiences associated with borderline personality disorder". Journal of Consulting and Clinical Psychology, 61(6), 1068-1075.

Wetzel, J.W. (1991). Universal mental health classification systems: Reclaiming women's experience. Affilia, 6(3), 8-31.

Zajacka, John (1997). "Importance of establishing the diagnosis of persistent anxiety." Journal of Clinical Psychiatry, 58(3), 9-15.