

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW524 – Psychopathology
Course Outline
Fall 2005

Instructor: Lisa Anderson, MSSW
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Class time: Thursday, 1:00 –3:50 pm

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Office Hours: Thursday, 4:00 – 5:00 pm
or by appointment

Required Text:

Zide, M.R. & Gray, S.W. (2001). Psychopathology: Competency-based assessment model for social workers. Belmont, CA: Brooks/Cole.

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

Supplemental Texts:

Sadock, B.J. & Sadock, V.A. (2002). Kaplan & Sadock's Synopsis of psychiatry (9th ed.). Baltimore, MD: Lippincott Williams & Wilkins.

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

Course Requirements:

Assignments & Grading:

Quizzes	(60%)
Class participation	(10%)
Presentation	(30%)
Total	100%

Presentation Requirements:

Choose a DSM-IV diagnosis from the list provided in class on the first day. Students will form groups to research and give an oral presentation covering the diagnosis. Topic and group selections will be decided by the 2nd class meeting. Groups will have **no more than 30 minutes** for their oral presentations and everyone in the group must present at least one section. Prepare a brief handout covering the main points of each segment of the topic/issue. Also include a relevant measurement tool (with a reference) and a reference page. Reports should be a **maximum of 5 pages** (excluding measurement tool). Bring copies of the handout for everyone in the class and the instructor on the day of the presentation.

The presentation should be based on current literature reflecting DSM-IV terminology and classification. Use headings. See page 5 of this syllabus for a copy of the grading criteria for the oral presentations. Cover each of the following areas in your handouts:

1. Demographics – prevalence, populations, issues in obtaining accurate information
2. The key characteristics of the diagnosis – clinical presentation and course. Present a case example (written or video/dvd) to illustrate.
3. The history of the concept – theories that explain health or dysfunction (etiology).
4. Issues in assessment.
5. The most common treatments for diagnostic categories (psychosocial, psychopharmacological, etc.)
6. The most common and appropriate measurement tools – include a copy of at least one measurement tool and discuss issues of reliability and validity.

The Grading Scale:

A (93-100) Outstanding/Superior

Exceptional performance; consistently exceeds all expectations

B+ (88-92) Very Good

Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (80-87) Good

Student consistently meets normal expectations for the course.

C+ (77-79) Average

There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-76) Poor

There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor

There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Policies:

Students are expected to attend classes regularly, arrive on time, and remain in class until the class period concludes. Class participation is expected and the instructor reserves the right to give some weight, positive or negative, to classroom participation. Students are also expected to attend all classes. Except in the case of medical or personal emergency, a student who wishes an extension of time for a written assignment should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

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

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.

**PRESENTATION EVALUATION FORM
DSM-IV DIAGNOSES**

THOROUGHNESS OF DISCUSSION

1= DID NOT COVER

5=EXTREMELY THOROUGH

1. Demographics

a. prevalence, population(s)

1 2 3 4 5

b. issues in obtaining accurate demographic information

1 2 3 4 5

2. The key characteristics of the diagnosis

a. clinical presentation

1 2 3 4 5

b. course

1 2 3 4 5

3. The history of the concept – theories that explain health or dysfunction (etiology)

1 2 3 4 5

4. Issues in assessment

1 2 3 4 5

5. The most common treatments for diagnostic criteria

1 2 3 4 5

6. Measurement tools – include copy

1 2 3 4 5

7. Creativity

1 2 3 4 5

Evaluation Summary:

COURSE OUTLINE

Week:	Date:	Topic:	Assignments:
Week 1	Aug. 25 th	<p>Course overview, assignments, student expectations, introduction to psychopathology assessment & diagnosis</p> <ul style="list-style-type: none"> ○ DSM-IV-TR, pp. xxiii-37 ○ Zide & Gray, Ch. #1 ○ James, S., & Prillienlentsky, I. Cultural diversity and mental health practice: Towards integrative practice. <i>Clinical Psychology Review</i>, 22, 1133-1154. ○ Lopez, S.R., & Guarnaccia, P.J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. <i>Annual Review of Psychology</i>, 51, 571-598. ○ Nathan, P.E., & Langenbucher, J.W. (1999). Psychopathology: Description and classification. <i>Annual Review of Psychology</i>, 50, 79-107. 	
Week 2	Sep. 1 st	<p>Delirium, Dementia, and other Cognitive Disorders</p> <ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 135-180 ○ Zide & Gray, Ch. #2 ○ Swenson, C.R. (2004). Dementia diary: A personal and professional journal. <i>Social Work</i>, 49. 3. 451-460. 	* Choose Topics
Week 3	Sep. 8 th	<p>Schizophrenia and other Psychotic Disorders</p> <ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 297-344 ○ Zide & Gray, Ch. #3 ○ Farmer, R. L., Walsh, J., & Bentley, K. J. (1998). Schizophrenia. In B.A. Thyer & J.S. Wodarski (Eds.) <i>Handbook of Empirical Social Work Practice: Vol. 1. Mental Disorders</i> (pp. 245-270). New York: John Wiley and Sons. ○ Klosterkotter, J., Hellmich, M., Steinmeyer, E.M., & Scholtze-Lutter, F. (2001). Diagnosing schizophrenia in the initial prodromal phase. <i>Archives of General Psychiatry</i>, 58, 158-164. 	
Week 4	Sep. 15 th	<p>Mood Disorders & Adjustment Disorders</p> <ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 345-428, pp. 679-684 ○ Zide & Gray, Ch. #4 ○ Barnow, S., Linden, M., Lucht, M., & Freyberger, H. (2002). The importance of Psychosocial factors, gender, and severity of Depression in distinguishing between adjustment And depressive disorders. <i>Journal of Affective Disorders</i>, 72, 71-78. ○ Casey, P. (2001). Adult adjustment disorder: A review of its current diagnostic status. <i>Journal Of Psychiatric Practice</i>, 7, 32-40. ○ Nesse, R.M. (2000). Is depression an adaptation? <i>Archives of General Psychiatry</i>, 57, 14-20. 	* Quiz #1
Week 5	Sept. 22 nd	<p>Anxiety Disorders</p>	* Quiz #2

		<ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 429-484 ○ Zide & Gray, Ch. #5 ○ Amsterdam, E. A., Carter, C., Holloway, R., & Schwenk, T.L. (1994). Is it normal worry - or pathological anxiety? <u>Patient Care</u>, 28, 26-36. 	
Week 6	Sept. 29 th	Somatoform, Factitious, and Malingering Disorders	* Quiz #3
		<ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 485-517 ○ Zide & Gray, Ch. #6 ○ Murray, J.B. (1997). Munchausen syndrome/ Munchausen syndrome by proxy. <u>The Journal of Psychology</u>, 131, 343-352. 	
Week 7	Oct. 6 th	Dissociative Disorders & Sexual and Gender Identity Disorders	
		<ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 519-582 ○ Zide & Gray, Ch. #7 ○ Gleaves, D.H. & May, M.C. (2001). An Examination of the diagnostic validity of Dissociative identity disorder. <u>Clinical Psychology Review</u>, 21, 577-608. ○ Merckelbach, H., Devilly, G.J., & Rassin, E. (2002). Alters in dissociative identity disorder: Metaphors or genuine entities? <u>Clinical Psychology Review</u>, 22, 481-497. 	
Week 8	Oct. 13 th	FALL BREAK – NO CLASS	
Week 9	Oct. 20 th	Eating Disorders and Substance-Related Disorders	* Quiz #4
		<ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 191–296, 583-596 ○ Zide & Gray, Ch. # 8 ○ Polivy, J. & Herman, C.P. (2002). Causes of eating disorders. <u>Annual Review of Psychology</u>, 53, 187-213. ○ Serpell, L., Livingstone, A., Neiderman, M., & Lask, B. (2002). Anorexia nervosa: Obsessive-compulsive disorder, obsessive-compulsive personality disorder, or neither? <u>Clinical Psychology Review</u>, 22, 647-669. ○ Carey, K.B., Purnine, D.M., Maisto, S.A., Carey, M.P., & Simons, J.S. (2000). Treating substance abuse in the context of severe and persistent mental illness: Clinicians perspectives. <u>Journal of Substance Abuse Treatment</u>, 19, 189-198. 	
Week 10	Oct. 27 th	Personality Disorders and Impulse Control Disorders	* Quiz #5
		<ul style="list-style-type: none"> ○ Zide & Gray, Ch. # 9 ○ DSM-IV-TR, pp. 663 – 678, 685 - 730 ○ Becker, D. (2000). When she was bad: Borderline personality disorder in a posttraumatic age. <u>American Journal of Orthopsychiatry</u>, 70, 422-432. 	

- Morey, L.C., Warner, M.B., & Boggs, C.D. (2002). Gender bias in the personality disorders criteria: An investigation of five bias indicators. *Journal of Psychopathology and Behavioral Assessment*, 24, 55-65.
- Paris, J. (2002). Chronic suicidality among patients with borderline personality disorder. *Psychiatric Services*, 53, 738-742.

Week 11	Nov. 3 rd	PRESENTATION PREPARATION	
Week 12	Nov. 10 th	Disorders First Seen in Infancy, Childhood, and Adolescence / Course Review	* Quiz #6
		<ul style="list-style-type: none"> ○ DSM-IV-TR, pp. 39 – 134, pp. 883-903 ○ Dulmus, C.N. & Rapp-Paglicci, L.A. (2000). The prevention of mental disorders in children and adolescents: Future research and public-policy recommendations. <i>Families in Society: The Journal of Contemporary Human Services</i>, 81, 294-303. ○ Markward, M.J. & Bride, B.E. (2001). Oppositional defiant disorder and the need for family-centered practice in schools. <i>Children & Schools</i>, 23, 73-83. 	
Week 13	Nov. 17 th	PRESENTATIONS	
Week 14	Nov. 24 th	THANKSGIVING HOLIDAYS – NO CLASS	
Week 15	Dec. 1 st	PRESENTATIONS	