

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

**SW524 - PSYCHOPATHOLOGY AND SOCIAL DEVIANCE**

Course Outline  
Fall 2006

Room 209

William Bradshaw Ph.D. LICSW  
222 Henson Hall  
Office Phone Number: 865-974-7830  
billbradshaw@utk.edu

**COURSE EXPECTATIONS OF INSTRUCTOR**

The instructor will use a variety of instructional methods including mini-lectures, interactive exercises, videos, transparencies, guest speakers to reach students with a variety of learning styles. The instructor will provide structure for sessions through clarifying objectives, facilitating discussion focusing on critical assessment of issues, providing appropriate summaries and linkages to preceding and subsequent content. Student assignments will include clear expectations and opportunities for student selection of most appropriate alternatives. Performance evaluation will be based on objective criteria (where available), and will include identifications of strengths and areas for improvement.

**COURSE EXPECTATIONS FOR STUDENTS**

Students are required to attend and to participate in all class sessions, unless they have notified and received permission from the instructor in advance. Participation is very important: students who miss more than three classes will not meet the minimum standards for receiving a passing grade in this course.

- **Students are required to participate actively in all class exercises and to meet all responsibilities associated with group projects, particularly those negotiated in task group contracts.**
- **Students are required to complete all assigned readings before coming to class (with the exception of readings assigned for class session 1); and to complete and submit assignments on time within the guidelines provided.**
- Assignments are to be typed, double-spaced, and use inclusive language. Students should use the Publication Manual of the American Psychological Association, (4th edition), as a guide for writing papers and citing sources. (The instructor will give general instructions in class for citing primary source materials.)
- Students will be expected to have access to the Internet and to use resources on the World Wide Web as directed in this course.
- Students are expected to use the University libraries and other sources for research purposes.
- Students are expected to offer the instructor clear, constructive, feedback on the class.
- Submission of work that is not one's own will result in a failing grade and could result in expulsion from the program.
- Students are expected to turn off cell phones and pagers while the class is in session.

**TEXTS AND MATERIALS:**

Andreasen, N. & Black, D.(2004) Introductory Textbook of Psychiatry 4th Edition. Washington, DC: American Psychiatric Press.

American Psychiatric Association (2001). The Diagnostic and Statistical Manual of Mental Disorders TC. Washington, DC: American Psychiatric Press.

Johnson, H. (2004). Psyche, Synapse and Substance: The Role of Neurobiology in Emotions, Behavior, Thinking and

Readings are available through the library system

## ASSIGNMENTS

1. **EXAMS:** There will be two examinations in this course. The first exam is 35% of the final grade; the second exam is 35% of the final grade. The exam will focus on differential diagnosis of several case vignettes. Emphasis of the exams is on application of knowledge to practice situations.

2. **REFLECTION PAPER:** Subjective Experience of Mental Illness

Objective: The purpose of this paper is (1) to increase your awareness of the subjective experience of persons and their families suffering from major mental illness and (2) to increase your awareness of your attitudes, feelings, strengths and weaknesses you bring to work with clients with major mental illness. The paper is 30% of your grade.

Assignment: You are to read an autobiography of a person regarding their experience with mental illness. Write a reflection paper approximately 5-7 pages double-spaced. Please follow this format:

1. What did you read? Include title, author, publisher, date.
2. Describe your reactions, thoughts and feelings about the book you read. Discuss what you learned, what had impact on you, what questions or issues were raised for you. Give examples.
3. Identify four articles you read from the reading list and describe your reactions, thoughts and feelings to what you read. Discuss what you learned, what had impact on you, what questions or issues were raised for you. What do you take from the reading that supports your practice. Give examples.
4. Reflect on your experiences of mental illness: these may include personal, family, friends or neighbors experiences, professional work experiences as well as experiences derived from television, movies, books, class. Discuss your attitudes, feelings, fears, and assumptions regarding major mental illness (they may vary with different types of illness). Discuss the implications of these things for your social work practice. What personal attributes do you bring to work with clients that may impact your work in ways positive, negative and unknown. These may include fear, confusion, prejudice, compassion, understanding, experience, commitment etc.

This paper emphasizes personal reflection on issues that can affect your practice with people and your increased awareness of these issues can improve your practice. Also these issues tend to be works in progress and I don't take them to be a fixed aspect of your professional self. What you learn from the inside out will be your best learning. Finally, enjoy your book!

Additional instructions and guidelines for completing the above assignments will be distributed in class, as well as criteria for the grading of each assignment.

Assignment	Due Date	Points
Exam #1	Nov 7	35
Exam #2	Dec 5	35
Reflection Paper	TBA	30

## GRADE DISTRIBUTION AND ASSIGNMENT WEIGHTING

In this course, students do not earn additional grade points for attendance/participation. However, students are required to attend and to participate in all class sessions, unless they have notified and received permission from the instructor in advance.

## **GRADING SCALE**

A (95-100) Outstanding/Superior: Exceptional performance that consistently exceed expectations

B+ (90-94) Above average: student consistently meets and occasionally exceeds normal Expectations

B (85-89) Average: Student consistently meets normal expectations for the course

C+ (80-84) Below 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; doesn't meet course Expectation

F (69-below) Very Poor: There is lack of attendance or incomplete assignments. Course Expectations not met.

## **COMPLETING ASSIGNMENTS AND INCOMPLETES**

- Assignments are due in class on the date assigned. While incompletes are discouraged the instructor recognizes that sometimes factors prevent a student from completing a course on time. Those who are unable to complete the course on time must negotiate an incomplete with the instructor pursuant to school policy.

## **SCHOOL POLICY ON DISABILITIES**

*The instructor will provide reasonable accommodations to persons with documented disabilities to give them an equal opportunity to achieve success in their graduate education. Students seeking accommodations must work with the University's Office of Disability Services. This office determines eligibility and makes recommendations for reasonable accommodations.*

## SESSION PLANS

### I. UNDERSTANDING BIOPSYCHOSOCIAL PERSPECTIVES OF PSYCHOPATHOLOGY FOR SOCIAL WORK PRACTICE

Class Session 1  
August 29

#### PERSPECTIVES ON PSYCHOPATHOLOGY: THE PUBLIC HEALTH MODEL & SOCIAL JUSTICE

**Topics:** Introduction to Course  
Public Health Model  
Social Justice

**Readings**

Andreasen & Black  
Chapter 1, Global Burden of Mental Illness  
Chapter 2, Diagnosis and Classification  
Chapter 4 Laboratory Tests

Class Session 2  
September 5

#### PERSPECTIVES ON PSYCHOPATHOLOGY: DIVERSITY

**Topics:** Diverse Populations  
Mental Health Disparities

**Readings**

**Surgeon General Report on Culture, Race Ethnicity**

[www.mentalhealth.samhsa.gov/cre/](http://www.mentalhealth.samhsa.gov/cre/)

Read the Executive Summary

Full Report

Fact Sheets

Mental Health Resources

James, S., & Prillentensky, I. (2002). Cultural diversity and mental health practice: Towards integrative practice. *Clinical Psychology Review*, 22, 1133-1154.

Lopez, S.R., & Guarnaccia, P.J. (2000). Cultural psychopathology: Uncovering the social world of mental illness. *Annual Review of Psychology*, 51, 571-598.

Westermeyer, J. (1985). Psychiatric diagnosis across cultural boundaries. *American Journal of Psychiatry*, 142, 7, 798-805.

Harris, M. (1998). Curandersimo and the DSM-IV: Diagnostic and treatment implications for the Mexican American client. JSRI Occasional Paper #45. East Lansing, Michigan: The Julian Samora Research Institute, Michigan State University

Class Session 3  
September 12

#### PERSPECTIVES ON PSYCHOPATHOLOGY: NEUROBIOLOGY & DEVELOPMENTAL PSYCHOPATHOLOGY

**Topics:** Neurobiology  
Risk and Resilience  
Attachment & Trauma

### **Readings**

Andreasen & Black Chapter 5, The Neurobiology of Mental Illness

Johnson, H. (2004). Psyche, Synapse and Substance: The Role of Neurobiology in Emotions, Behavior, Thinking and Addiction for Non-Scientists. Boston: Deerfield Publishing, pp.1-42 and 63-98.

Johnson, H. (2004). Psyche, Synapse and Substance: The Role of Neurobiology in Emotions, Behavior, Thinking and Addiction for Non-Scientists. Boston: Deerfield Publishing, pp.105-174.

Terr, L. (1991). Childhood traumas: An outline and overview. American Journal of Psychiatry, 148:1, 10-18.

Van der Kolk, B. & Fisler, R. (1994). Childhood abuse and neglect and the loss of self-regulation. Bulletin of the Menninger Clinic, 58, 145-168.

Rutter, M. (2002). The interplay of nature, nurture, and developmental influences: The challenge ahead for mental health. *Archives of General Psychiatry*, 59, 996-1000.

Class Session 4  
September 19

## **MENTAL HEALTH ASSESSMENTS**

**Topics:** Ecological/Strengths  
Self-Capacities  
DSMIV  
Diversity assessment model

### **Readings**

Wylie, M. (1995). Diagnosing for dollars: The power of DSMIV. Family Therapy Networker, June, 22-33.

Karls, J. & Wandrei, K. (1992). PIE: A new language for social work. Social Work, 37, 1, 80-85.

Frances, A. (1995). DSMIV: Its value and limitations. Harvard Mental Health Newsletter, June, 4-6.

Williams, J., & Spitzer, R. (Yes), Kutchines, H., \* Kirk, S. (No). (1995).

Should DSM be the basis for teaching social work practice? *Journal of Social Work Education*, 31 (2), 148-168.

Casey, P., Dowrick, C. & Wilkinson, G. (2001). Adjustment disorders: Fault line in the psychiatric glossary. *British Journal of Psychiatry*, 179, 479-481

Nathan, P.E. & Langenbucher, J.W. (1999). Psychopathology and classification. *Annual Review of Psychology*, 50, 79-107

Class Session 5  
September 26

## **DISORDERS OF CHILDHOOD & ADOLESCENCE**

**Topics:** Understanding Normal Development  
Diagnosis of Children

## Readings

Andreasen & Black

Chapter 22 Disorders of Childhood and Adolescence

Chapter 27 Somatic Treatments pp 750-752

Khouzam, H.R., El Gabalawi, F., Pirwani, N. & Priest, F. (2004). Asperger's disorder: A review of its diagnosis and treatment. *Comprehensive Psychiatry*. 45, 184-191

Linning, L.M. & Kearney, C.A. (2004). Post-traumatic stress disorder in maltreated your: A study of diagnostic co morbidity and childhood factors. *Journal of Interpersonal Violence*. 19, 1087-1101.

Zeanah, C.H. Scheering, M., Boris, N.W., Heller, S.S., Smyke, A.T. & Trapani, J. (2004) Reactive attachment disorder in maltreated toddlers. *Child Abuse and Neglect* 28(8) 877-888.

Waters, R. (2000). Generation RX. *Family Therapy Networker*, March/April, 35-45.

## Practice Assignment: Child/Adolescent Case Study

Class Session 6

October 3

### DELIRIUM & DEMENTIA

**Topics:** Delirium

Dementia

Cognitive disorders

## Readings

Andreasen & Black

Hurley, A.C. & Volicer, L. (2002) Alzheimer Disease: "It's okay Mama, if you want to go, it's okay." *Journal of the American Medical Association*, 288, 2324-2331.

Swenson, C.R. (2004). Dementia diary: A personal and professional journal. *Social Work*, 49,3, 451-460.

## Videotape:

Class Session 7

& 8

October 10 & 17

### PSYCHOTIC DISORDERS

**Topics:** Schizophrenia and Psychotic Disorders

Andreasen & Black

Chapter 3 Interviewing and Assessment

Chapter 7 Schizophrenia

Chapter 8 Delusional and Other Psychotic Disorders

Chapter 25 Legal Issues

Chapter 27 Somatic Treatments pp 710-720

Weiden, et al., (1998). Barriers to the effective use of newer medications: The case of Karen. Journal of Practical Psychiatry and Behavioral Health, 43-49.

Freese, F. (1994). Coping with schizophrenia. Innovations and Research.

Marley, J. (1998). "People matter: Client reported interpersonal interaction and its impact on symptoms of schizophrenia." Social Work 43(5) 437-444.

**Videotape:** Case Studies- Greg and Rita

**Skill Development Homework:** Case Studies and Self-assessment

### **Practice Psychotic Disorders Case Study**

Class Session 9  
& 10

October 24 & 31

## **MOOD DISORDERS**

**Topics:** Mood Disorders

Adjustment Disorders

### **Readings**

Andreasen & Black

Chapter 9 Mood Disorders

Chapter 19 Adjustment Disorders

Chapter 21 Suicide and Violent Behavior

Chapter 27 Somatic Treatments pp 720-742 and 753-756

Sommers-Flanagan, J. (1995). Intake interviewing with suicidal patients. Professional Psychology: Research and Practice, 26, 1, 41-47.

Gottlieb, B. (1985). Assessing and strengthening the impact of social support on mental health. Social Work, July-August, 293-300.

Duncan, B., Miller, S. & Sparks, J. (2000). Exposing the Mythmakers. Family Therapy Networker, March/April, 24-53

Nesse, R.M. (2000). Is depression an adaptation? Archives of General Psychiatry, 57, 14-20.

**Videotape:** Case Study-Jerry and Angela

**Skill Development Homework:** Case Studies and Self-assessment

**Exam #1: Psychotic and Mood Disorders Due Nov 7, 2006**

Class Session 11  
& 12  
November 7 &  
14

## ANXIETY DISORDERS

**Topics:** Anxiety Disorders  
Trauma

### Readings

Chapter 10 Anxiety Disorders  
Chapter 11 Obsessive Compulsive Disorder  
Chapter 13 Dissociative Disorders  
Chapter 27 Somatic Treatments pp 743-748

Shay, J. (1996). Shattered lives. Family Therapy Networker, July/August, 46-54.

Shear, M.K., Cooper, A.M., Klerman, G.L, Busch, F.N., & Sapiro, T. (1993). Research on posttraumatic stress disorder: Epidemiology, pathophysiology, and assessment. Journal of Clinical Psychology, 58, 877-899.

Solomon, S.D. & Johnson, D.M. (2002). Psychosocial treatment of posttraumatic stress disorder: A practice-friendly review of outcome research. Journal of Clinical Psychology, 58, 947-959

**Skill Development Homework:** Case Studies and Self-assessment

### Practice Anxiety Disorders Case Study

Class Session 13  
November 21

## PERSONALITY DISORDERS

**Topics:** Personality Disorders

### Readings

Andreasen & Black  
Chapter 16 Personality Disorders

Johnson, H. (2004). Psyche, Synapse and Substance: The Role of Neurobiology in Emotions, Behavior, Thinking and Addiction for Non-Scientists. Boston: Deerfield Publishing, pp.299-317.

Layton, M. (1995). Emerging from the shadows: Looking beyond the borderline diagnosis. Family Therapy Networker June, 35-44.

Williams, L. (1999). A classic case of borderline personality disorder. Psychiatric Services, 173-174.

Brown, R. (1995). Columbo therapy. Family Therapy Networker, May/June, 42-44.

Paris, J. (2002). Chronic suicidality among patients with borderline personality disorder. Psychiatric Services, 53, 738-742.

Paris, J. (2004). Personality disorders over time: Implications for psychotherapy. American Journal of Psychotherapy, 58(4) 420-429.

Morey, L. C., Warner, M.B. & Bogggs, 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.  
Becker, D. (2000). When she was bad: Borderline personality disorder in a posttraumatic age. *American Journal of Orthopsychiatry*, 70, 422-432.

**Videotape:** Understanding Borderline Personality Disorder  
Case Studies-Joe and Gary

Class Session 14 November 28
---------------------------------

## **SUBSTANCE ABUSE**

**Topics:** Substance Abuse/Dual Diagnosis; V Codes

Andreasen & Black  
Chapter 14 Alcohol Related Disorders  
Chapter 15 Other Substance Related Disorders

Johnson, H. (2004). Psyche, Synapse and Substance: The Role of Neurobiology in Emotions, Behavior, Thinking and Addiction for Non-Scientists. Boston: Deerfield Publishing, pp.255-289.

Carey, K.B. (2002). Clinically useful assessments: Substance use and comorbid psychiatric disorders. *Behaviour Research and Therapy*, 40, 1345-1361.

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. *Journal of Substance Abuse Treatment*, 19, 189-198.

**Skill Development Homework:** Case Studies Self-Assessment

Class Session 15 December 5
--------------------------------

## **FAMILY FOCUSED MENTAL HEALTH**

**Topics:**  
Family experience of mental illness  
Subjective experience of persons with mental illness  
SPMI recovery process

Marsh, D. & Johnson, D. (1997). The family experience of Mental illness: Implications for intervention. Professional Psychology: Research and Practice, 28, 229-237.

[www.psychguides.com](http://www.psychguides.com)  
[www.mentalhealth.com](http://www.mentalhealth.com)

**Video:** Family Coping with Mental Illness

**Activity:** Name That Disorder