

The University of Tennessee  
College of Social Work

SW 524 Seminar in Clinical Social Work  
Psychopathology

Summer Semester, 2003

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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))

### **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, this affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2002).

### **Disabilities**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the 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 course 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 with a social context. Theories of and recent research in etiology of psychic 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 understand of psychopathology and dysfunctional behavior in terms of manifestation, etiology, dynamic causation and diagnoses 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 exams):

- A. Describe different theoretical approaches or models for the study of psychopathology.
- B. Identify the components of comprehensive assessment with individual clients, including the use of the mental status examination, differential diagnosis and psychosocial evaluation.
- C. Identify, describe and distinguish the major types of psychopathology including symptomology, etiology, and coping function served.
- D. Identify theories of human growth and development that contribute to understand psychopathology.
- E. Describe the interaction of biological, sociological, and psychological, risk and resiliency factors in the generation of psychopathology.
- F. Identify the effects of ethnic, racial cultural, economic, sexual orientation, age, gender, physical and mental ability characteristics on and vulnerability to maladaptive behavior.
- G. Explicate an understanding of 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.
- H. Apply knowledge of psychopathology to formulate differential diagnosis and identify the implications for social work intervention.

### **Texts**

Required: Maxmen, J. S. & Ward, N. G. (1995). Essential Psychopathology and Its Treatment. New York: W. W. Norton & Co.

Supplemental: American Psychiatric Association (1994). Diagnostic and Statistical Manual Of Mental Disorder. (DSM-IV). Washington, DC: APA.

## **Readings**

Basic Tests have been selected and are listed above. In addition students are encouraged to read extensively from the recommended reading and materials. Review of articles in the numerous relevant professional journals is especially encouraged.

## **Expectations and Evaluation**

Assignments will be distributed in class.

1. Term Paper-examination of a specific area or type of psychopathology.
2. Mid-term exam>Objective and comprehensive.
3. Participation-Students are encouraged to serve as resource persons, sharing with the class relevant information which they have gained in their readings.
4. Final Exam,
5. Grading will be based on:
  - a. Term Paper 20%
  - b. Mid Term Exam 50%
  - c. Participation 10%
  - d. Final Exam 20%

## **Course Outline**

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|----------|---|
| 6/02/03  | Introduction to Course<br>The Study of Psychopathology<br>Social Work Perspective |
| 6/04/03  | Assessment of Psychopathology<br>Text Chapters 2, 3, 4, 5, 6, 7                   |
| 6/09/03  | Anxiety Disorders<br>Text Chapter 11  |
| 06/11/03 | Somatoform, Factitious, and Dissociative Disorders<br>Text Chapter 12, 13, 14     |
| 06/16/03 | Schizophrenia Disorders<br>Text Chapter 9   |
| 06/18/03 | Midterm Examinations  |

06/23/03	Mood Disorders Text Chapter 10
6/25/03	Personality Disorders Text Chapter 19
6/27/03	Disorders of Childhood Text Chapter 20
7/03/03	Summary and Final Exam

### **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 martially 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 Menninger Clinic* 58 (2) 169-191.

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

Bornstien, 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*, (March) 120-127.

Chodoff, P. (1974). "The Diagnosis of Hysteria: An Overview." *American Journal of Psychiatry*, 131, pp. 1073-1078.

Chodoff, P. (1982). "The Diagnosis of Hysteria: An Overview." *American Journal of Psychiatry*, 131, pp. 545-551.

- Comings, David E., and Brenda G. Coming (1993). "Sexual Abuse or Tourette Syndrome" *Social Work*, 38 (May, 1993), pp. 347-350.
- Craske, M.G., Glover, D. & DeCola, J. (1995). Predicted versus Unpredicted Panic Attacks. *The Journal of Contemporary Human Services*. 75 (3) 160-167.
- 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., Erzegovel, 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. An 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, 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). 1012-1016.
- 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. and 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, David, Tomasson, Kristinn, & Coryell, William (1995). Course and outcome of conversion and somatization disorders: A four-year follow up. *Psychosomatics*, 32 (2), 138-144.

Kirmayer, Laurence, J., Robbins, J.M., & Paris, Joel (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.