

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

**SW524 – Psychopathology**

Course Outline

Fall 2007

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### **COURSE DESCRIPTION**

The course examines psychopathology and mental disorders from a systems and 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 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.

The DSM IV 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 issues of ethical practice 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. **The primary focus is on assessment and case planning that integrates diagnostic information to assure interventions that are consistent with the individual's needs and strengths.**

### **COURSE OBJECTIVES**

1. Describe different theoretical approaches for the study of psychopathology
2. Identify the components of comprehensive assessment with individual clients including differential diagnosis and psychosocial evaluation
3. Identify, describe and distinguish the major types of psychopathology including symptomology, etiology and coping
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 development of psychopathology
6. Identify the effects of ethnic, racial, cultural, economic sexual orientation, age, gender, physical and mental ability and vulnerability to maladaptive behavior
7. Apply knowledge of psychopathology to formulate differential diagnosis and identify the implication of diagnosis for social work intervention
8. Explicate an understanding of the ethical issues encountered in assessment and intervention with

clients with psychopathology and demonstrate the ability to analyze ethical dilemmas

### **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.
- 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 Addiction for Non-Scientists. Boston: Deerfield Publishing.

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	Oct 30	35
Exam #2	Dec 4	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.

## SESSION PLANS

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

Class Session 1  
August 28

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

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

**Readings**

Andreasen & Black  
Chapter 1, Diagnosis and Classification  
Chapter 2, Interviewing and Assessment

Class Session 2  
September 4

#### 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 11

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

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

### **Readings**

Andreasen & Black Chapter 3, The Neurobiology and Genetics 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. & Fislser, 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 18

## **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 25

## **DISORDERS OF CHILDHOOD & ADOLESCENCE**

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

### **Readings**

Andreasen & Black

Chapter 16: Child Psychiatry

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  
& 7  
September 2 & 9

## **PSYCHOTIC DISORDERS**

**Topics:** Schizophrenia and Psychotic Disorders

Andreasen & Black

Chapter 2: Interviewing and Assessment

Chapter 5: Schizophrenia and Other Psychotic Disorders

Chapter 18: Legal Issues

Chapter 20: Psychopharmacology pp. 477-487

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 8  
& 9  
October 16 & 23

## **MOOD DISORDERS**

**Topics:** Mood Disorders  
Adjustment Disorders

### **Readings**

Andreasen & Black

Chapter 6: Mood Disorders

Chapter: 13 Adjustment Disorders

Chapter: 15 Psychiatric Emergencies

Chapter 20: Psychopharmacology pp. 488-510 Electroconvulsive Therapy pp519-522

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 Oct 30, 2007**

Class Session 10  
& 11

October 30 &  
November 6

## ANXIETY DISORDERS

**Topics:** Anxiety Disorders  
Trauma

### Readings

Chapter: 7 Anxiety Disorders

Chapter: 8 Dissociative Disorders

Chapter 20: Psychopharmacology pp. 511-518

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 12  
November 13

## PERSONALITY DISORDERS

**Topics:** Personality Disorders

### Readings

Andreasen & Black

Chapter: 10 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 13

November 20

## **SUBSTANCE ABUSE**

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

Andreasen & Black

Chapter: Alcohol and Drug-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 14

December 4

## **FAMILY FOCUSED MENTAL HEALTH**

### **Topics:**

Delirium and Dementia

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.

Andreasen & Black:

Chapter: 4 Delirium, Dementia and Amnesic Disorder

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:** Dementia & Family Coping with Mental Illness

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

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

**Activity:** Name That Disorder

**Exam #2 December 4, 2007**