

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

**SW 537 Introduction of Psychopathology and Social Work Practice
(2 credit hours)**

Prerequisite(s): 510, 512, 513, 517, 519, 522, 538.

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.utk.csw.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, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

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 (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required concentration course. The course examines psychopathology and mental disorders from an 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. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment and the development of social work interventions. Ethical issues, collaboration with families, knowledge of psychopharmacology and the varied roles social workers play in mental health settings will be stressed.

The Diagnostic Statistical Manual (DSM-IV-TR) 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 practice, and issues of ethical practice, and an emphasis on diagnosis, assessment, ethical issues in practice with diverse/multicultural clients/client systems 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.

Course Rationale

The course examines psychopathology and mental disorders from a systems and ecological perspective. Emphasis is placed on understanding biopsychosocial and cultural 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.

Course Competencies

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

1. Describe different theoretical approaches for the study of psychopathology. (CT/EBP-C.1, C.2; HBSE-C.1; Practice-C.1). *(content: perspectives of psychopathology; the public health model and social justice; understanding the global burden of mental illness; overview of diagnosis and classification; ecological and strengths perspectives).*
2. Identify the components of comprehensive assessment with individual clients including differential diagnosis and psychosocial evaluation. (Practice-C.2, C.3; Diversity-C.1, C.3). *(content: psychopathology for diverse populations; mental health disparities across diverse populations; utilize information technology to locate disparities).*
3. Identify, describe, and distinguish the major types of psychopathology including symptomology, etiology, and coping mechanisms. (Practice-C.1, C.3). *(content: introduction to multi-axial diagnostic criteria).*
4. Identify and critically analyze theories of human growth and development that contribute to understanding psychopathology. (Diversity-C.3; CT/EBP-C.1; HBSE-C.1, C.2; Practice-C.3). *(content: neurobiology, risk and resilience, attachment, trauma, diversity assessment models).*
5. Describe the interaction of biological, sociological, psychological, risk and resiliency factors in the development of psychopathology. (Diversity-C.3, C.4; HBSE-C.2). *(content: neurobiology, risk and resilience, attachment and trauma).*
6. Identify the effects of ethnicity, race, culture, economic status, sexual orientation, age, gender, physical and mental ability, and vulnerability on maladaptive behavior. (Diversity-C.1, C.3; HBSE-C.2; Practice-C.1). *(content: diversity assessment model; ecological and strengths perspective; psychopathology for diverse populations; mental status examination; psychological testing).*
7. Apply knowledge of psychopathology to formulate differential diagnosis and identify the implication of diagnosis for evidence-based social work interventions. (CT/EBT-C.1; Practice-C.3). *(content: specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders).*
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. (Values/ethics-C.1, C.2, Diversity-C.2). *(content: NASW Code of Ethics, ethical principles, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions).*

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
NASHVILLE CAMPUS

SW 537 Introduction to Psychopathology
Spring 2008 (Second Session)
Online: Section 004

Professor: Dr. R. Lyle Cooper, LCSW, CADC **Day:** Monday 8:30-12:30
Contact: 782-6135 **Office Hours:** Mon. 12:30pm.-1:30pm
431-2125 (home) Thur.12:30pm-1:30

Required Texts

Corcoran, J., & Walsh, J. (2006). *Clinical Assessment and Diagnosis in Social Work Practice*. Oxford University Press: New York.

Additional readings available on BlackBoard

Supplemental Text (suggested STRONGLY)

APA (2000). *Desk Reference to the Diagnostic Criteria from the DSM-IV-TR*. American Psychiatric Association: Washington DC.

APA (2000). *Diagnostic and Statistical Manual of Mental Disorders Treatment Revision* (4th ed.). American Psychiatric Association: Washington DC.

You will not be required to read these texts but they will be an invaluable resource in your practice.

COURSE REQUIREMENTS/GRADING

The course grade will be based on 6 online quizzes and a group presentation on a selected mental disorder. Students are expected to read the assigned articles/chapters thoughtfully and to come to class prepared to ask questions, make comments and add to the overall discussion. The course grade will be computed as follows:

Quizzes 5 X 5 points	25%
Diagnostic Presentation	40%
Final Exam	35%

Diagnostic Presentation Description

The goal of the assignment is to allow you the opportunity to explore a disorder with more depth, and to demonstrate your understanding of psychopathology generally through your presentation.

Because this presentation will be given to the entire class, I will not cover the material in class, it will be your groups responsibility to do so. I will develop questions for the final from your presentations so it is important that all class participants are engaged and ask questions for clarification to ensure that they understand the material.

Your presentation should be no longer than **15 slides, and should be posted to BlackBoard**

on the available discussion board by the Monday of the class week on which it is due. All students are expected to post a meaningful response to their cohorts presentation. While no points are awarded directly for these responses, posting responses will have bearing on the professor's decisions to raise borderline grades.

Define the disorder (25%): Note all the pertinent *symptoms, risk factors*, and how said symptoms may *present clinically*.

Etiology/Neurobiology (15%): Critically assess any theories as to the cause of the disorder. This can include *social, genetic, or psychological explanations*. Be sure to discuss any *neurobiological* explanations of the disorder.

Prevalence (10%): Use *research statistics* to describe the general prevalence of the disorder as well as the *prevalence among pertinent subgroups* as defined by age, sex, race, ethnicity, sexual orientation etc.

Evidence base for practice (25%): Review the research literature to determine the most empirically supported *assessment measures* and *interventions* (including *psychopharmacological interventions* if there are any). Be sure to cite the studies supporting your assertion and *defend why you have chosen these studies as the most rigorous*.

Diversity (15%): Critically analyze any issues that you have discovered in the literature to guide clinicians on appropriate *diagnosis and treatment* of this disorder in *pertinent subgroups*. These subgroups can be defined by race, ethnicity, sex, sexual orientation, age or any other pertinent grouping.

Presentation (10%): Provide a creative and informative *professional* presentation. This should include the use of PowerPoint and other exercises or demonstrations to aid in understanding the disorder you have chosen. Your ability to stick to the *time limit* will also be evaluated here

EVALUATION PROCEDURES AND GRADES

A (95-100) Outstanding/Superior: Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.

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

C+ (80-84) 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 OUTLINE

WEEK #1 Introduction to the Course
3/3 Critically thinking about mental health diagnosis
Social work ethics in mental health diagnosis

Readings:

Corcoran and Walsh *Introduction pp. 3-11*

Social work and the DSM: PIE vs. MM pp. 12-35

The mental status examination (available on BlackBoard)

Williams, J. B., & Spitzer, R.L. **YES!** Kutchins, H., & Kirk, S. **NO!** (1995). Should the DSM be the basis for teaching social work practice in mental health? *Journal of Social Work Education*, 31, 148-168.

WEEK #2 Disorders with Onset in Childhood

3/10

Readings:

Corcoran and Walsh *Autism pp. 64-89*

ADHD pp. 129-163

Bentley, K.J. & Walsh, J. (2006). *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers* (3rd ed.). Thomson: Belmont, CA.

Chapter 3: Basic principles of neurotransmission, pharmacokinetics, and pharmacodynamics, pp. 49-81.

Chapter 4: Specific medications for specific disorders, **READ ONLY pp. 146-156**

Pumariega, A.J., Rogers, K., & Rothe, E. (2005). Culturally competent systems of care for children's mental health: Advances and challenges. *Community Mental Health Journal*, 41, 539-555.

QUIZ 1

WEEK #3 **SPRING BREAK**

3/17

WEEK #4 Mood Disorders

3/24

Diagnostic Presentation 1 Oppositional Defiant Disorder (ODD)

Readings:

Corcoran and Walsh *Depression pp. 261-303*

Bipolar disorder pp. 381-411

ODD pp. 90-128

Bentley, K.J. & Walsh, J. (2006). *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers* (3rd ed.). Thomson: Belmont, CA.

Chapter 4: Specific medications for specific disorders, **READ ONLY pp. 100-132.**

QUIZ 2

WEEK #5 Anxiety Spectrum Disorders

3/31

Diagnostic Presentation 2 Selected Phobia

Readings:

Corcoran and Walsh *Anxiety disorders pp. 191-230*

PTSD pp. 164-190

Bentley, K.J. & Walsh, J. (2006). *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers* (3rd ed.). Thomson: Belmont, CA.

Chapter 4: Specific medications for specific disorders, **READ ONLY pp. 133-145.**

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

QUIZ 3

WEEK #6 Addictive Disorders

4/7

Diagnostic Presentation 3 Pathological Gambling

Corcoran and Walsh *Substance use disorders pp. 304-348*

Eating Disorders pp. 231-260

NIAAA, *Social work education for the prevention and treatment of alcohol use disorders.*

Module 4: Screening for alcohol problems in social work settings

Module 5: Diagnosis and assessment of alcohol use disorders

Kosten, T.R., George, T.P. (2002). The neurobiology of opioid dependence: Implications for treatment.

Science and Practice Perspectives, 13-21.

Nestler, E.J. (2005). The neurobiology of cocaine addiction. *Science and Practice Perspectives*, 4-12.

QUIZ 4

WEEK #7 Psychotic Disorders and Sexual Disorders

4/14

Diagnostic Presentation 4 Selected Sexual Disorder

Readings:

Corcoran and Walsh *Schizophrenia and other psychotic disorders pp. 412-447*

Pedophilia 349-380

Bentley, K.J. & Walsh, J. (2006). *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers* (3rd ed.). Thomson: Belmont, CA.

Chapter 4: Specific medications for specific disorders, **READ ONLY pp. 82-99.**

QUIZ 5

WEEK #8 Personality Disorders

4/21

Diagnostic Presentation 6 Selected Personality Disorder

Readings:

Corcoran and Walsh *Personality disorders pp. 448-478*

FINAL EXAM