

**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.

Instructor: David A. Dia, Ph.D., LCSW, CCBT

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Room: E612

Day: Tuesdays, 1:30 to 5:30 pm

Office Hours:

Monday 12:30-2:30pm

By appointment

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*, 2008).

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 2222 Dunford (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; utilizing conceptual frameworks in assessment*).
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*).

Required Text: American Psychiatric Association (APA). (2000). Diagnostic and statistical manual of mental disorders – 4th edition – text revision (DSM-IV-TR). Washington, DC: Author.

Course Requirements/Grading:

MSE Paper	20%
Mutliaxial Assignment	20%
Average of Two quizzes	20%
Final Exam	<u>40%</u>
	100%

Description of Course Requirements:

Mental Status Examination Paper

Students will complete and write up a mental status examination on a current client, but doing so in a way that maintains the clients' confidentiality. Students will be graded on the completeness of their evaluation. (*content: introduction to multi-axial diagnostic criteria, multi-status examination, neurobiology, risk and resilience, attachment, trauma*)

Multiaxial Assignment

The student is to complete the multiaxial assessment based on a current client, but in a way that maintains confidentiality. Students will be graded on the accurateness and completeness of their assessment. The student will provide the 5 axial diagnosis and then support how they arrived at this diagnosis. This will target the students' content knowledge, in addition to their critical thinking skills. (*content: introduction to multi-axial diagnostic criteria, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, 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, NASW Code of Ethics, ethical principles*)

Quizzes

There will be 2 quizzes given through out the semester based only on the readings due for that class. There will be 5 to 10 questions and the student will provide short answers. The quizzes will be given at the beginning of class. Students who miss a quiz will be given an essay question to answer.

(potential content of quizzes: 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; utilizing conceptual frameworks in assessment psychopathology for diverse populations; mental health disparities across diverse populations; utilize information technology to locate disparities, introduction to multi-axial diagnostic criteria neurobiology, risk and resilience, attachment, trauma, diversity assessment models, neurobiology, risk and resilience, attachment and trauma, diversity assessment model; ecological and strengths perspective; psychopathology for diverse populations; mental status examination; psychological testing, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, NASW Code of Ethics, ethical principles, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Final Examination

Students will complete a comprehensive final to include multiple choice, true/false, and short answers.

(potential content of quizzes: 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; utilizing conceptual frameworks in assessment psychopathology for diverse populations; mental health disparities across diverse populations; utilize information technology to locate disparities, introduction to multi-axial diagnostic criteria neurobiology, risk and resilience, attachment, trauma, diversity assessment models, neurobiology, risk and resilience, attachment and trauma, diversity assessment model; ecological and strengths perspective; psychopathology for diverse populations; mental status examination; psychological testing, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, NASW Code of Ethics, ethical principles, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Class Participation and Attendance

In order for the class to be more dynamic and meaningful to the student, being on time for class, class attendance, and participation is expected (Hilltopics, 2008). We will frequently utilize role-plays to practice skills and techniques. If you must miss a class, you are responsible for obtaining the material missed from a classmate. It is expected that you will not have to miss more than one class. For each additional class missed, your final grade is reduced by 5%. (e.g., earned a 90% missed two classes, final grade is an 85%).

Assignment of Final Grades

A	92-100 (indicates superior performance)
B+	87-91 (indicates better than satisfactory performance)
B	82-86 (indicates satisfactory performance)
C+	77-81 (indicates less than satisfactory performance)
C	70-76 (indicates performance well below graduate school standard)

Tentative Class Schedule

Session 1 – March 3rd

Topic: Introduction to Psychopathology

(Emphasizes theoretical approaches to psychopathology, risk and resilience, diversity, ethics)

(content: perspectives of psychopathology; overview of diagnosis and classification; ecological and strengths perspectives, neurobiology, risk and resilience, diversity assessment models, NASW Code of Ethics, ethical principles, legal considerations and parameters in mental health assessments and interventions)

Film: A Girl Interrupted – Discussion: What is mental illness?

Readings

DSM-IV-TR:

DSM Cautionary statement (page xxxvii) and Use of the manual (read pages 1 - 12, skim pages 13 – 26, and Appendix A [decision trees for differential diagnosis])

Article: Relationship Diagnosis (Alternative models)

Article: Mental Illness Myth (Alternative models)

Article: Dimensional Model of Psychopathology (Alternative models)

Session 2 – March 10th

Topic: 1) Overview of diagnostic evaluation/Comprehensive assessment (Multiaxial assessment, MSE, DX)

2) Culture – Impact on assessment

(Emphasizing on interaction of biology, sociological, and Psychological with emphasis on ethnicity, race, culture, SES on psychopathology)

(content: psychopathology for diverse populations, diversity assessment model; ecological and strengths perspective, ethical dilemma resolution strategies, introduction to multi-axial diagnostic criteria, NASW Code of Ethics, ethical principles)

Readings

DSM-IV-TR:

Multiaxial Assessment (pages 27 – 37)

V codes (pp. 731-742)

Article: Mental Status Examination¹

Form: Mental Status Form¹

Website: Surgeon General report on Culture, Race, Ethnicity

www.mentalhealth.smhsa.gov/cre/

Assignment Due: MSE

Session 3 – March 24th

Topic: Childhood Disorders – ADHD/ODD, Autism/Asperger's Syndrome/PDD
(Emphasizing growth and human development/developmental psychopathology, interaction with, biological, sociological, and psychological, differential diagnosis)

(content: introduction to multi-axial diagnostic criteria, neurobiology, risk and resilience, attachment, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Readings:

DSM-IV-TR: Disorders first diagnosed in infancy, childhood, or adolescence (pp. 39 – 134)

Session 4 – March 31st

Topic: Mood and Anxiety Disorders
(Emphasizing human development/developmental psychopathology, interaction with biological, sociological, and psychological, differential diagnosis)

(content introduction to multi-axial diagnostic criteria, neurobiology, risk and resilience, attachment, trauma, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Readings:

DSM-IV-TR: Mood (pp. 345 – 428) and Anxiety Disorders (pp. 429 – 484)

Session 5 – April 7

Topic: Substance Abuse & Personality Disorder
(Emphasizing human development/developmental psychopathology, interaction with biological, sociological, and psychological, trauma, differential diagnosis)

(content introduction to multi-axial diagnostic criteria, neurobiology, risk and resilience, attachment, trauma, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Readings:

DSM-IV-TR: Substance abuse disorder (pages 191 – 295) and Personality disorders (pp. 685-729)

Session 6 – April 14

Topic: Schizophrenia and other Psychotic Disorders

(Emphasizing human development/developmental psychopathology, interaction with biological, sociological, and psychological, differential diagnosis)

(content: multi-axial diagnostic criteria, neurobiology, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Readings:

DSM-IV-TR: Schizophrenia and other Psychotic Disorders (pp. 297-343)

Assignment Due: Multiaxial Assessment

Session 7 – April 21

Topic: Cognitive Disorders

(Emphasizing interaction with biological, sociological, and psychological, differential diagnosis, resolving ethical dilemmas)

(content: multi-axial diagnostic criteria, neurobiology, trauma, specific mental illness/disorders, such as those pertaining to childhood and adolescence, delirium, dementia, psychotic disorders, mood and adjustment disorders, ethical dilemma analysis, ethical dilemma resolution strategies, and legal considerations and parameters in mental health assessments and interventions)

Readings:

DSM-IV-TR: Cognitive Disorders

Final Exam

It is important to me that all students have the opportunity to learn the information covered in this class and to receive the good grades they deserve. To this end, if you are having difficulty with this course, please make an appointment to meet with me.

Selected Reference List

Ballenger, J. C. (2001). Overview of different pharmacotherapies for attaining remission in generalized anxiety disorders. *Journal of Clinical Psychiatry, 62*, 11-19.

Dolgoff, R., Loewenberg, F. M., & Harrington, D. (2005). Ethical decisions for social work practice (7th ed.). Belmont, CA: Brooks/Cole.

Haden, S. C., & Scarpa, A. (2007). The noradrenergic system and its involvement in aggressive behaviors. *Aggression and Violent Behavior, 12*, 1-15.

- Gater R, Tansella M, Korten A, et al. (1998). Sex differences in the prevalence and detection of depressive and anxiety disorders in general health care settings. *Archives of General Psychiatry*, 55, 405-413.
- Gorman, J. M., Kent, J.M., Sullivan, G. M., & Coplan, J. (2000). Neuroanatomical hypothesis of panic disorder, revised. *American Journal of Psychiatry*, 157, 493-505.
- Mosher, P. W., & Swire, J. D. (2002). The ethical and legal implications of Jaffe v Redmond and the HIPAA medical privacy rule for psychotherapy and general psychiatry. *Psychiatric Clinics of North America*, 25, 575-584.
- Nelken, M. L. (2000). The limits of privilege: The developing scope of Federal psychotherapist-patient privilege Law. *The Review of Litigation*, 20.
- O'Hare, T. (2005). Evidence-based practices for social workers: An interdisciplinary approach. Chicago, IL: Lyceum Books, Inc.
- Reamer, F. (2000). The social work ethics audit: A risk management strategy. *Social Work*, 45, 355-366.
- Reamer, F. (2005). Documentation in Social Work: Evolving ethical and risk-management standards. *Social Work*, 50, 325-334.
- Stahl, S. M. (2000). Essential psychopharmacology: Neuroscientific basis and practical applications (2nd ed.). New York: Cambridge University Press.