

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

**SW 537 Introduction of Psychopathology and Social Work Practice
Summer 2008
Monday & Wednesday 2:10-4:10 pm
HSS 115
(2 credit hours)**

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

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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.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 2227 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).*
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).*

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.

Articles 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 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		35
Exam #2		35
Reflection Paper	TBA	30

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

<p>Class Session 1 June 2</p>

PERSPECTIVES ON PSYCHOPATHOLOGY: THE PUBLIC HEALTH MODEL, DIVERSITY & SOCIAL JUSTICE

Topics: Introduction to Course
Public Health Model
Social Justice
DSM IV

Required Readings

Andreasen & Black

*Chapter 1, Global Burden of Mental Illness

*Chapter 2, Diagnosis and Classification

*Surgeon General Report on Culture, Race Ethnicity

www.mentalhealth.samhsa.gov/cre/

Executive Summary

Recommended Readings

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 2
June 4**

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

Topics: Neurobiology
Risk and Resilience
Attachment & Trauma
Understanding Normal Development
Diagnosis of Children & Adolescents

Required Readings

Andreasen & Black Chapter 5, The Neurobiology of Mental Illness
Andreasen & Black Chapter 16, Child Psychiatry

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.

Recommended Readings

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

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 youth: 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 3
&4
June 9 & 11**

PSYCHOTIC DISORDERS

Topics: Schizophrenia and Psychotic Disorders

Required Readings:

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

Session 5 & 6

June 16 & 18

MOOD DISORDERS

Topics: Mood Disorders
Adjustment Disorders

Required 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

Recommended Readings:

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

**Class Session 7
& 8**

June 23 & 25

ANXIETY DISORDERS

Topics: Anxiety Disorders
Trauma

Required Readings:

Andreasen & Black
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 9

June 30

SUBSTANCE ABUSE & PERSONALITY DISORDERS

Topics: Substance Abuse/Dual Diagnosis; V Codes

Required Readings:

Andreasen & Black

Chapter 14 Alcohol Related Disorders

Chapter 15 Other Substance Related Disorders

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 9

June 30

PERSONALITY DISORDERS

Topics: Personality Disorders

Required Readings:

Andreasen & Black

Chapter 16 Personality Disorders

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.

Recommended Readings:

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

Final Exam