

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

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

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

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Room: E612

Day: Monday, Tuesdays, 1 – 4 pm

Office Hours:

Monday 11:00 – 1:00 pm

Tuesday 11:00 – 1:00 pm

By appointment

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 Advanced curriculum 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).*

Required Text:

Corcoran, J. & Walsh, J. (2006). *Clinical assessment and diagnosis in social work practice*. New York: Oxford University Press.

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	15%
Average grade across the 4 Case Studies	25%
Average grade across the 2 Diagnostic Uncertainty Assignments	25%
Final Exam	<u>35%</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*)

Case Studies

Students will be given a case study. The student is to complete the multiaxial assessment based on the client in the case study. Students will be graded on the accurateness and completeness of their assessment. There will be 4 case study scenarios provided to students throughout the semester. 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*)

Diagnostic Uncertainty Assignment

Students will discuss ways in which diagnostic uncertainty can enter into the assessment process. Based on this discussion, students will research ways to reduce the level of diagnostic uncertainty (if possible). These assignments taps four out of the six thematic areas of the curriculum -- critical thinking, evidenced-based practice, cultural competency, and use of technology. (*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, diversity assessment model; ecological and strengths perspective; psychopathology for diverse populations; psychological testing, psychopathology for diverse populations; mental health disparities across diverse populations; utilize information technology to locate disparities*)

Final Examination

Students will complete a comprehensive final to include multiple choice, true/false, and short answers. The examination will tap all 8 competency areas.

General Comments on Assignments

- 1) Please use Times New Roman (or similar font), size 12, and use black ink. Single space within paragraphs and double space between paragraphs.
- 2) Please staple a cover page to each assignment that contains your name, course and assignment name.
- 3) Late assignments will be automatically marked down by 5%.
- 4) Poor grammar / typos can result in a reduction in your grade on that assignment.
- 5) Please see course outline for due dates.
- 6) All assignments will be submitted using SafeAssign, a computer programs that reviews the text for plagiarism. Instructions on how to submit your assignments are on Blackboard under assignments.

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, 2007). 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)

Session 1 – June 2

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

Corcoran & Walsh: Chapters 1 and 2 (pp. 64 – 163)

Ch. 1: Introduction (Critique of DSM, risk & resilience, EBP, lifespan approach, tools for assessment)

Ch. 2: Social Work and the DSM: Person-in-environment vs. medical model

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 – June 3

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: MSE Due: June 9

Session 3 – June 9

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:

Corcoran & Walsh: Chapter 4 Autism, Chapter 5 ODD/Conduct D/O, and Chapter 6 ADHD (pp.64-163)

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

Assignment: Read 1st case study and provide multiaxial assessment along with justification of diagnosis and rationale for rule outs. See Example on blackboard. **Due June 10.**

Session 4 – June 10

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:

Corcoran & Walsh: Chapter 7 PTSD, Chapter 8 Anxiety D/O, Chapter 10 Depression, and Chapter 13 Bipolar Disorder (pp. 164-230)

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

Assignment: 1) 1st Diagnostic uncertainty assignment. See example on Blackboard **2)** Read 2nd case study and provide 3 axes diagnosis. **Due June 16.**

Session 5 – June 16

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: Corcoran & Walsh: Chapter 11 Substance abuse disorders (pp. 304-348) and Chapter 15 Personality Disorders (pp. 448-478)

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

Assignment: 1) 2nd Diagnostic uncertainty assignment **Due: June 23rd** **2)** Read 3rd case study and provide multiaxial assessment. **Due: June 17**

Session 6 – June 17

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: Corcoran & Walsh: Chapter 14 Schizophrenia and other Psychotic Disorders (pp. 412-447)
DSM-IV-TR: Schizophrenia and other Psychotic Disorders (pp. 297-343)

Assignment: Read 4th case study and provide multiaxial assessment. **Due: June 23**

Session 7 – June 23

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: Corcoran & Walsh: Chapter 16 Cognitive disorders (pp. 479-506)

Final Exam - Multiaxial assessment, mental status examination, and diagnostic uncertainty

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.
- Dolgoft, 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.