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.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The 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).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

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

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

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.

TheDiagnostic Statistical Manual (DSM-V) 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, and 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:

1. Using multidisciplinary theoretical frameworks, describe different approaches for the study of psychopathology. 7.2 (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 collection of relevant environmental data and symptomatology, to formulate a differential diagnosis and comprehensive psychosocial evaluation. 7.1, 7.2 (Content: psychopathology for diverse populations; mental health disparities across diverse populations).

3. Employ research evidence to identify, describe, and distinguish the major types of psychopathology including symptomology, etiology, and coping mechanisms. 4.3 (Content: introduction to diagnostic criteria).

4. Identify and critically analyze theories of human growth and development using practice experience and research evidence, to inform and improve understanding of psychopathology. 4.3, 4.1 (Content: neurobiology, risk and resilience, attachment, trauma, diversity assessment models).

5. Use research evidence to describe the interaction of biological, sociological, psychological, risk and resiliency factors in the development of psychopathology. 4.3 (Content: neurobiology, risk & resilience, attachment & trauma).

6. Identify the effects of ethnicity, race, culture, economic status, sexual orientation, age, gender, physical and mental ability, and vulnerability on maladaptive behavior. 2.1, 2.3, 6.1 (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 when selecting and implementing evidence-based social work interventions. 8.1, 8.2 (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 engage in supervision and consultation when analyzing ethical dilemmas. 1.1, 1.5 (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 Texts** (Additional Readings provided on Blackboard)

**Optional Text, required portions available on Blackboard**
COURSE REQUIREMENTS/GRADING

The course grade will be based on 6 online quizzes, a group presentation on a selected mental disorder and participation. 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Meets Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Quizzes</td>
<td>120</td>
<td>2-8</td>
</tr>
<tr>
<td>Diagnostic Presentation</td>
<td>60</td>
<td>1-8</td>
</tr>
<tr>
<td>Reflective Writing</td>
<td>15</td>
<td>1, 2, 3, 4, 7, 8</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Late assignments will not be accepted without instructor discussion at least 24 hours before due date. Missed quizzes will not be re-opened, though quizzes can be taken early with instructor permission.

QUIZZES

Quizzes will be available on Blackboard Thursday at noon until midnight Saturday. I recommend you plan to take each quiz immediately after the class it will cover. Missed quizzes will not be re-opened.

REFLECTIVE WRITING

There will be three reflection papers for 5 points each that can be turned in at any time before the due date. Details of the topics are in the assignments tab of Blackboard. Reflective writing is intended to increase self-awareness, a necessary analytic skill for social work practice. The University, however, recognizes the student’s right to privacy and the assignments can be completed using theoretical or fictional scenarios.

DIAGNOSTIC PRESENTATION

The goal of this assignment is to creatively explore a disorder or category of disorders in-depth and to demonstrate your understanding of psychopathology. The presentation will be made in class prior to the role play. It is the group’s responsibility to cover the topic in enough detail that the class participants are able to answer questions on the quiz and gain a working knowledge of the disorder category.

The presentation has four parts and details of each part are on Blackboard.

- A 10-15 minute presentation in class.
- A 10-15 minute interview role play in class in which you will demonstrate an initial interview with a person who has the symptoms of your assigned disorder.
- A written initial case summary that matches the role play interview, as if it is the documentation of that initial meeting, concluding with a diagnostic impression and treatment plan.
- Finally, each student will complete a reflection paper on the experience of completing the presentation and viewing the other student presentations.

The group members will receive a joint grade for the presentation (50 points=15 for interview, 10 for case summary and 25 for text and description in slideshow). Individuals will be graded for completing the reflection paper on the presentation (10 points total).

PARTICIPATION

Participation will count toward your final grade. This includes attendance, active engagement in discussions and a weekly journal. The journal will be provided in the first class session. Two points will be subtracted for each absence after the first. All absences are equal; excuses are not necessary.

EVALUATION PROCEDURES AND GRADES

B+ (180-189) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.
B (170-179) Good: Student consistently meets normal expectations for the course.
C+ (160-169) Average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
C (140-159) Poor: There is lack of understanding of content. Student does not meet expectations.
F (139-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.
### Anticipated Course Outline

Additional readings are included in folders on Blackboard and may not be identified on this syllabus. **Students should follow the Course Materials in Blackboard to be fully prepared for class sessions and quizzes.** Adjustments may be made to schedule to accommodate schedule changes or student learning.

<table>
<thead>
<tr>
<th>537 Schedule</th>
<th>Topic</th>
<th>Reading</th>
<th>All Assignments &amp; Quizzes due Saturday at Midnight</th>
</tr>
</thead>
</table>
| **Week #1**  | Intro/MMSE | DSM V In Action: Chapters 1-4 (yes, all four)  
DSM 5: Introduction, pages 5-25  
Additional readings on Blackboard | |
| June 2       |       | Slide Presentation: 5-MMSE | |
| **Week #2**  | Basics of Diagnosis, Neurobiology, and Pharmacokinetics | Additional readings on Blackboard | |
| June 9       |       | Slide Presentation: Neurotransmission | |
| **Week #3**  | Neurodevelopmental Disorders | DSM V In Action: Chapter 11  
DSM 5: Neurodevelopmental Disorders  
Impulse-Control and Conduct Disorders  
Additional readings on Blackboard and video | •Quiz #1—Neurodevelopmental disorders, Neurobiology, and MMSE |
| June 16      |       | Slide Presentation: 5-Childhood | |
| **Week #4**  | Mood Disorders | DSM V In Action: Chapters 6 & 7  
DSM 5: Bipolar & Related Disorders  
Depressive Disorders  
Additional readings on Blackboard | •Quiz #2—Mood disorders |
| June 23      |       | Slide Presentation: 5-Mood Disorders | |
| **Week #5**  | Anxiety Disorders | DSM V In Action: Chapter 9  
DSM 5: Anxiety Disorders  
Trauma & Stressor-Related Disorders  
Additional readings on Blackboard | Slide Presentation: 5-Anxiety Disorders |
| June 30      |       | | |
| **Week #6**  | Psychotic Disorders | DSM V In Action: Chapter 5  
DSM 5: Schizophrenia Spectrum & other Psychotic Disorders  
Additional readings on Blackboard | Slide Presentation: 5-Psychotic Disorders  
•Quiz #3—anxiety and psychotic disorders  
•Reflection paper #1 due July 9 at midnight |
| July 7       |       | | |
| **Week #7**  | Substance Use Disorders | DSM V In Action: Chapter 12  
DSM 5: Substance-Related & Addictive Disorders  
Additional readings on Blackboard | Slide Presentation: 5-Substance Use Disorders  
•Quiz #4—substance use disorders | |
| July 14      |       | | |
| **Week #8**  | Presentations with role play in class | 6 groups will present today. Your presentation and role play MUST be within the 30 minute time limit. It would be best if we all arrive early.  
Case summary to be turned in (hard copy) in class before role play. | •Complete presentation reflection paper by midnight Saturday, July 23  
•Reflection paper #2 due 7/23 at midnight | |
| July 21      |       | | |
| **Week #9**  | Personality Disorders | DSM V In Action: Chapter 13  
DSM 5: Personality Disorders AND section III, Alternative Model for PD | Slide Presentation: 5-Personality Disorders  
•Quiz #5—student presentations  
•Reflection paper #3 due 7/30 at midnight | |
| July 28      |       | | |
| **Week #10** | Neurocognitive Disorders | DSM V In Action: Chapter 11  
DSM 5: Neurocognitive Disorders  
Additional readings on Blackboard | Slide Presentation: 5-Neurocognitive Disorders  
•Quiz #6—cognitive and personality disorders (Noon Saturday)  
•Extra Credit assignments due by Noon, Saturday, August 6 |