I. Catalogue Description
This course teaches social workers to recognize selected major mental disorders and to become familiar with social work practice approaches used in treatment of these disorders.

II. Course Overview
This advanced practice course aims to convey a knowledge base in, and orientation to, psychopathology, which will facilitate advanced social work practice. The Diagnostic and Statistical Manual of Mental Disorders-V (DSM-5) (APA, 2013) is used as the organizing framework for reviewing major mental disorders. We will focus on the identification and description of mental disorders, and what is known (and not known) about their social context and etiology (biological, psychological and socio-cultural factors). We will explore issues of diversity related to diagnosis and treatment of specific mental disorder categories.

As part of this class we will also discuss the strengths and weakness of our current “medical model” approach to mental health in the United States, major revisions in and controversies relating to the new DSM-5, the strengths and weaknesses of this diagnostic system, the role of social workers in psychiatric diagnosis, the relationship between diagnosis and assessment, and issues pertaining to ethical practice.

This class will not provide in-depth, skill-based learning in specific clinical interventions, but we will review what is known about effective treatments for specific classes of disorders (psychological, social and psychopharmacological). Our primary focus will be on assessment and case planning that integrates diagnostic information to ensure that interventions are consistent with the individual’s strengths and needs.
### III. Course Competencies and Practice Behaviors and Assignments

<table>
<thead>
<tr>
<th>Competencies Addressed in this Course</th>
<th>Practice Behaviors Addressed in this Course</th>
<th>Assignment(s) Measuring Behavior</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>* Apply knowledge of social services, policies and programs relevant to mental health practice, to advocate with and/or on behalf of clients to gain access to services</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>* Evaluate ethical dilemmas related to problems and issues in mental health</td>
<td>1, 2 &amp; 3</td>
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<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>* Identify and synthesize information from multiple sources of knowledge on mental health disorders to understand practice issues related to the assessment and treatment of major mental illness</td>
<td>1, 2 &amp; 3</td>
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<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>* Identify and evaluate models of intervention that are appropriate to the care of persons with mental health disorders</td>
<td>1, 2 &amp; 3</td>
</tr>
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<td>2.1.6 Engage in research-informed practice and practice-informed research</td>
<td>* Critically evaluate and apply empirical research relevant to mental health problems</td>
<td>2 &amp; 3</td>
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<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>* Evaluate and apply knowledge of human behavior and the social environment to choose methods of intervention most appropriate to the treatment of mental disorders</td>
<td>2 &amp; 3</td>
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<tr>
<td>2.1.10.a Engage with individuals, families, groups, organizations, and communities</td>
<td>* Employ diverse strategies to engage with individuals, families and groups, related to the area of the assessment and treatment of mental health disorders</td>
<td>1, 2 &amp; 3</td>
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<tr>
<td>2.1.10b Assess individuals and families</td>
<td>* Assess individuals and families to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the care of persons with serious mental illness</td>
<td>1, 2 &amp; 3</td>
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2.1.10c
Intervene with individuals and families

* Demonstrate ability to intervene at different levels (with and/or on behalf of individuals and families) to achieve the desired practice outcome related to mental health

1, 2 & 3

IV. Course Content

Timetable of Topics, Assignments, and Quizzes**

The format of the class will both didactic and interactive. We will utilize case studies, video clips, quizzes, writing assignments, lectures and discussions as a way to bring to life many of the ideas we will be studying.

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Quizzes</th>
</tr>
</thead>
</table>
| 1    | Sept. 6| ~ Review of syllabus and assignments
~ Conceptualizations of mental illness
~ Controversies re: diagnosis & medicalization
~ Role of culture & context in diagnosis
~ Mental illness stigmatization
~ Focus on strengths and recovery orientation | -- |
| 2    | Sept. 13 | ~ The Structure of the DSM V and general clinical diagnostic practices
~ Clinical interviewing and mental status examination
~ Psychopharmacology: principles, trends, classes, intended and unintended effects, and the roles of social workers | ~ Quiz 1 (Sept 6 material)
~ Due: Readings Analysis Assignment |
| 3    | Sept. 20 | ~ Mood disorders (e.g., depression bipolar disorder)
~ Suicide | ~ Quiz 2 (Sept 13 material) |
| 4    | Sept. 27 | ~ Anxiety disorders
~ Obsessive-Compulsive Disorder
~ Trauma & stressor-related disorders | ~ Quiz 3 (Sept 20 material)
~ ∞ Case assignment 1 Due |
| 5    | Oct. 4  | ~ Neurodevelopmental disorders: Autism Spectrum & ADHD
~ Disruptive & Conduct Disorders | ~ Quiz 4 (Sept 27 material) |
| 6    | Oct. 11 | ~ Schizophrenia Spectrum and other Psychotic Disorders | ~ Quiz 5 (Oct 4 material)
~ Case assignment 2 Due |
**This schedule may slightly change, depending on class needs.**

**Detailed Description of Class Content and Readings**

**Week 1: Introduction and orientation & critical considerations (September 6)**

**Topics**
- Review of syllabus – class structure, expectations, and requirements
- Conceptualizations of mental illness
- Controversies re: diagnosis & medicalization
- Role of culture & context in diagnosis
- Stigmatization of mental illness
- Focus on strengths and recovery orientation

**Required Readings:**

**Recommended Readings:**
Week 2: Intro to DSM & Intro to Psychopharmacology (Sept. 13)

Topics:
- The Structure of the DSM V and general clinical diagnostic practices
- Clinical interviewing and mental status examination
- Major classes of medications used in the treatment of major mental illness.
- Major side effects associated with major classes of medications.
- Ethical issues associated with medication treatment
- The role of social workers in psychopharmacologic treatment

Required Readings:
- DSM-5 Assessment measures, pp. 709-715, pp. 733-737, skim pp. 738-742
- Diamond, R. J. Instant Psychopharmacology – Chapters 1 & 2

Recommended Readings:

**Topics pertaining to all disorders/classes of disorder covered in weeks 4-14:**

1. Description of these disorders, including their signs, symptoms, subtypes, functional characteristics, natural history, course, prognosis, causal factors, and distribution and manifestations across cultural groups and by gender.
2. Diversity in the range of experiences of persons with these disorders and the diversity in the experiences of their family/significant others.
3. What is known and not known about effective interventions for these disorders.

Week 3: Depressive Disorders, Bipolar Disorder and Suicidality (September 20)

Required Readings:
- DSM-5 (pp. 123-188)
- Castonguay & Oltmanns text – Chapters 2 & 10
- Diamond, R. J. Instant Psychopharmacology – Chapters 5 & 6
Recommended Readings:

Week 4: Anxiety Disorders (esp. Generalized, Panic Disorder, Phobias incl. Social Anxiety Disorder) Obsessive compulsive related disorders & Trauma and stressor related disorders (Sept. 27)

Required Readings:
• DSM-5 (pp. 189-290)
• Castonguay & Oltmanns text – Chapters 3, 4, 5 & 6
• Diamond, R. J. Instant Psychopharmacology – Chapter 6, Chapter 8 (pp. 217-220 only)

Recommended Readings:

Week 5: Select Neurodevelopmental Disorders (Autism Spectrum and Attention Deficit Disorders), disruptive and conduct-related disorders (Oct. 4)

Required Readings:
• DSM-5 (pp. 31-86; pp. 461-480)
• Diamond, R. J. Instant Psychopharmacology – Chapter 6, Chapter 8 (pp. 220-229 only)
Recommended Readings:

**Week 6: Schizophrenia Spectrum Disorder (Oct. 11)**

**Required Readings:**
- DSM-5 (pp. 87-122)& (pp. 743-744)
- Castonguay & Oltmanns text – Chapters 11 and 12
- Diamond, R. J. *Instant Psychopharmacology* – Chapters 3 & 4, 8 (pp. 209-213)

**Recommended Readings:**

**Week 7 Substance Use/Addiction Disorders & Personality Disorders (part I) (Oct. 18)**

**Required Readings:**
- DSM-5 (pp. 481-590; pp. 645-684; pp. 761-781)
- Castonguay & Oltmanns text – Chapters 8 & 9
- Diamond, R. J. *Instant Psychopharmacology*. Chapter 8 (pp. 232-238) & Chapter 9

**Recommended Readings:**
Week 8 Personality Disorders (part 2) (Oct. 25)

Required Readings:
None

Recommended Readings:

V. Course Texts and Reading Materials

Three Required Texts and Readings

Other required (and optional readings) will be posted on Learn@UW.

VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading & Methods

Your performance in this class will be evaluated based on the following:

a. Readings Analysis Paper – 10% (Due by 9am on Sept. 13 -- 2nd class period)

You are required to write a paper applying the concepts you learned from week 1 readings. The instructor will provide you with detailed instructions for the assignment on the first day of class. In this paper, you should formally and critically evaluate (not just summarize!) what you have read, and apply it to the specific scenario that is incorporated in the assignment materials.
b. **Case Study Homework Assignments** – 45% (three assignments, each worth 15% points)

Each assignment will include case examples provided by your instructor. For each case, you will be asked to, for example, formulate a DSM-5 diagnosis and provide a rationale for it, and discuss all external/environmental and internal factors that are relevant in the onset/cause and maintenance of the client’s problems.

You will be provided with a detailed outline of expectations for case study assignments at the beginning of the semester.

c. **Quizzes** – 45% (a total of 7, overall percentage is worth 45% of the final grade).

Overall Assignment Grid:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Analysis Paper</td>
<td>10%</td>
<td>Sept. 13</td>
</tr>
<tr>
<td>Case Study 1</td>
<td>15%</td>
<td>Sept. 27</td>
</tr>
<tr>
<td>Case Study 2</td>
<td>15%</td>
<td>Oct. 11</td>
</tr>
<tr>
<td>Case Study 3</td>
<td>15%</td>
<td>Oct. 25</td>
</tr>
<tr>
<td>Quizzes (7 in total)</td>
<td>45% (each 6.4%)</td>
<td>Weekly: 9/13-10/25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
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</tbody>
</table>

**Grading Scale**

Grades are based on percentage of points earned. Following are the firm interpretations of specific letter grades and percentage ranges. Please note that the grades of “A” and “AB” are reserved for truly exceptional and above-expected performance, respectively.

- 94-100 A  Outstanding, surpasses expectations in all areas
- 88-93 AB  Surpasses expectations in many areas
- 82-87 B   Meets expectations in all areas
- 76-81 BC  Meets expectations in some areas, below in others
- 70-75 C   Below expectations in most areas, not acceptable graduate-level work
- <70 D     Fails to meet minimum expectations

**VII. Course Policies**

**Attendance**

Due to the very accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness**

Prompt arrival to all courses is required. Instructors may take actions they deem appropriate if a student is consistently tardy. Instructors may also consider a significantly late arrival or early departure as an absence.
**Absence**
To ensure a quality educational experience, students must attend and participate in classes. Attendance will be taken at each class and students’ level of participation noted.

**Excused & Unexcused Absences:**
--The first unexcused absence will result in a student’s grade being dropped one full grade.
--The second unexcused absence will place the student at risk for failing the course.
*On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence, as well as to determine appropriate follow up plans.*
*Additional graded make-up work appropriate for the content missed may be assigned for excused and unexcused absences. Moreover, students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.*

**Inclement Weather Policy**
If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan not to travel. This absence will be considered excused and makeup work may be assigned.

If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Class Conduct**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

**Academic Misconduct**
Unless explicitly noted, you are expected to work independently/individually on assignments for this class.

Plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.
Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else’s words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a web site)
- Use someone else’s evidence, line of thinking, or idea without citation
- Turn in someone else’s work as your own, as in copying a peer’s paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor’s approval.

Accommodation of disability
If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this class, please speak with me as soon as possible. I will be very glad to collaborate with you to design accommodations as needed to meet your learning needs.

Late work policy
Sometimes ‘life happens’ and it is necessary for students to submit work later than the due date. If a student a) communicates with me prior to the due date, b) provides me with a reasonable explanation as to why the work is late, AND c) we come to an agreement about a different deadline—the lateness may be excused. Otherwise, late work will not be accepted.

Welcome!!

I very much hope that you find this course interesting and relevant to your direct practice work. I welcome and appreciate student input regarding the course as we move through our 8 weeks together. There will be an opportunity to give formal feedback at the end of semester; however, I welcome informal feedback as the semester proceeds. This will enable me to try to adjust as needed to optimize your learning experience. I will set high standards and expect you, as developing professionals, to meet them. I will bring my very best effort to this teaching and learning endeavor as well.