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 the diagnosis and 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-5* (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.

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.

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, the major revisions in, and controversies related 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.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself</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, 3 &amp; 4</td>
</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional</td>
<td>* Evaluate ethical dilemmas related to problems and issues in mental health</td>
<td>1, 2, 3 &amp; 4</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 * Identify and evaluate models of intervention that are appropriate to the care of persons with mental health disorders</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td>2.1.4 Engage diversity and difference in practice</td>
<td>* Demonstrate understanding of how culture and values affect diverse conceptualizations and construction of mental health disorders</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<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, 3 &amp; 4</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social</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>1, 2 &amp; 3</td>
</tr>
<tr>
<td>2.1.10.a Engage with individuals, families, groups, organizations, and</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, 3 &amp; 4</td>
</tr>
<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>2, 3 &amp; 4</td>
</tr>
<tr>
<td>2.1.10c Intervene with individuals and families</td>
<td>* 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</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
</tbody>
</table>
IV. Course Content
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.

**Timetable of Topics, Assignments and Quizzes**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>• Course structure and requirements</td>
<td>Assignment 1: Reading Analysis Due: Application of Diversity Concepts</td>
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<tr>
<td></td>
<td>• The generalist mindset</td>
<td>Quiz on Sept. 7 Material</td>
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<td></td>
<td>• Conceptualization of mental illness</td>
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<td></td>
<td>• Clinical interviewing</td>
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<td></td>
<td>• DSM: Structure and diagnostic practices</td>
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<td></td>
<td>• Critical perspectives on DSM and medicalization</td>
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<tr>
<td></td>
<td>• Introduction to Psychopharmacology</td>
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<tr>
<td>Sept. 13</td>
<td>• Role of culture, context &amp; ethics in diagnosis</td>
<td>Assignment 2: Case Analysis # 1 Due Quiz: Mood/Suicide</td>
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<td></td>
<td>• Focus on strengths and recovery orientation</td>
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<td></td>
<td>• Psychopharmacology: Principles, Trends, Types and the roles of Social Workers</td>
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<tr>
<td>Sept. 21</td>
<td>• Depressive Disorders, Bipolar Disorder &amp; Suicidality</td>
<td>Quiz on Sept. 13 Material</td>
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<tr>
<td>Sep. 28</td>
<td>• Anxiety Disorders</td>
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<td></td>
<td>• Obsessive Compulsive Disorders</td>
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<td></td>
<td>• Trauma Related Disorders</td>
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</tr>
<tr>
<td>Oct. 4</td>
<td>• Selected Disorders Diagnosed in Childhood</td>
<td>Quiz: Anxiety Disorders Obsessive-Compulsive Disorders and Trauma Related Disorders</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>• Dissociative Disorders</td>
<td>Assignment 3 Case Analysis # 2 Due Quiz: Child Disorders</td>
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<td></td>
<td>• Psychotic/Thought Disorders</td>
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<td></td>
<td>• Schizophrenia</td>
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<tr>
<td>Oct. 18</td>
<td>• Personality Disorders</td>
<td>Assignment 4: Case Analysis #3 Due Quiz: Dissociative Disorders, Psychotic Disorders and Schizophrenia</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>• Substance-Related Disorders</td>
<td>Quiz: Personality Disorders</td>
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<td></td>
<td>• Course evaluations</td>
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</tr>
</tbody>
</table>

**Detailed Description of Class Content and Readings**

**Week 1: (September 6)**
**Topics**
- Review of syllabus – class structure, expectations, requirements
- The generalist approach
- Conceptualizations of mental illness
• The clinical interview
• The Structure of the DSM and clinical diagnostic practices
• Critical perspectives on the DSM model and “medicalization”
• Introduction to Psychopharmacology

Required Readings:
~ Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale-- Chapters 1, 2 3 & 4
~ DSM-5 Desk Reference (pp. 1-14)
~ Corrigan, Patrick W. How clinical diagnosis might exacerbate the stigma of mental illness Social Work VOLUME 52, NUMBER 1 JANUARY 2007
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapters 1, 2, 3, 4 & 5

Week 2: (September 13)
Topics:
• Role of culture, biases, social context, and ethical issues related to diagnosis
• The strengths perspective on, & recovery-orientation toward mental illness
• Psychopharmacology: Trends, types and principles of practice

Required Readings:
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapters 6, 20, 21 & 22

Topics pertaining to all disorders/classes of disorder covered in weeks 3-8:
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 (September 21)

Topic:
• Depressive Disorders
• Bipolar and Related Disorders
• Suicidality

Required Readings:
~ Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale-- Chapter 5
~ DSM-5 Desk Reference (pp. 93-114)
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapters 7, 8, 16 & 17

Recommended Readings:

Week 4 (September, 28)

Topic:
• Anxiety Disorders

Required Readings:
~ Abnormal Psychology Twelfth Edition DSM-5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale Chapter 6, 7 & 8
~ DSM 5 (pp. 114-153)
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapter 9, 10, 12 & 18
~ Kuo, J. Volume 25, Issue 4, May 2011, Pages 467–473. Childhood trauma and current psychological functioning in adults with social anxiety disorder

Recommended Readings:
Week 5 (October 4)

Topic:
- Disorders usually diagnosed in childhood

Required Readings:
- Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale Chapter 13
- DSM 5 (pp. 17-44)
- Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)-Chapter 23

Recommended Readings:

Week 6 (October 11)

Topic:
- Psychotic/Thought Disorders

Required Readings:
- Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale– Chapter 8 & 9
- DSM 5 (pp. 45-64 and 155-159)
- Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)-Chapters 11 & 19

Recommended Readings:
Week 7 (October 18)
Topic:
• Personality Disorders

Required Readings:
~ Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale-- Chapter 15
~ DSM 5 (pp. 321-332)
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapter 13

Recommended Readings:

Week 8 (October 25)
Topic:
• Substance Use Disorders

Required Readings:
~ Abnormal Psychology Twelfth Edition DSM 5 Update--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale-- Chapter 15
~ DSM 5 (pp. 227-283)
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)- Chapter 14 & 15

V. Course Texts and Reading Materials

Required Texts And Readings:
~ Abnormal Psychology Twelfth Edition DSM 5 Update (2014)--Ann Kring (Author), Sheri Johnson (Author), Gerald C. Davison (Author), John M. Neale
~ Handbook of Clinical Psychopharmacology for therapists Seventh Edition-- John D. Preston PsyD ABPP (Author), John H. O'Neal MD (Author), Mary C. Talaga RPh PhD (Author)
~ Required supplementary readings (those in addition to the primary texts for the course) will be made available by the instructor.
VI. Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods

Scale & Standards:
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.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding, excellent work in all areas</td>
</tr>
<tr>
<td>88-93</td>
<td>AB</td>
<td>Outstanding, excellent work in many areas</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>76-81</td>
<td>BC</td>
<td>Meets expectations in most areas; below in others</td>
</tr>
<tr>
<td>70-75</td>
<td>C</td>
<td>Below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>64-69</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;64</td>
<td>F</td>
<td>Course failure</td>
</tr>
</tbody>
</table>

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Analysis Paper</td>
<td>15 points</td>
</tr>
<tr>
<td>Case Analysis #1</td>
<td>15 points</td>
</tr>
<tr>
<td>Case Analysis #2</td>
<td>30 points</td>
</tr>
<tr>
<td>Case Analysis #3</td>
<td>45 points</td>
</tr>
<tr>
<td>Quizes (7)</td>
<td>Approximately 20 to 30 points</td>
</tr>
</tbody>
</table>

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

1) Reading Analysis Paper – 15 points (Due by start of 2nd class period – Sept. 13)

You are required to write a reading analysis paper based on the following reading from Week 2:


In this paper, you should *formally and critically evaluate* (not just summarize!) what you have read. Please be sure to address ALL of the following in your paper:

a. Discuss succinctly the important points that arise from the Wakefield article. (This is the summary part.)

b. Discuss: Can these important points be generalized to individuals of other diverse backgrounds (with respect to gender, race, religion/spirituality or sexual orientation)? If so, how so? If not, why not?

c. Based on material from the Wakefield article, what are some recommendations you would make to “trauma therapists” from western/developed countries about how to approach individuals from other cultures who have weathered a major trauma? In other words, if you were asked to train a team of therapists about how best to support trauma survivors from another culture, what would be your key talking points for the training?
d. Finally, “think beyond” the information presented in the two articles and write about further insights and ideas that you believe are important. Any other perspectives that should be considered? Are the authors’ analyses of the topic fair, impartial, and accurately informed?

This reading analysis paper is to be not less than four pages in length and not more than six pages. Papers are to be submitted at the beginning of the second class period (at or before 9:00 AM on September 14).

2) **Case Analysis Homework Assignments (three assignments, worth 15, 30, and 45 points, respectively)**

Each assignment will include a case example. For each case, you will be asked to:
- Formulate a diagnosis and identify relevant rule-outs
- Provide a rationale for your diagnostic impressions based on the signs and symptoms described in the case
- Indicate what additional information you would need in order to follow an appropriate disconfirmatory strategy (i.e., to inform the differential diagnosis process)
- Discuss all external/environmental and internal factors (i.e., endogenous: biological, hereditary, temperamental, sociocultural) that are relevant in the onset/cause and maintenance of the client’s problems
- Note any strengths, resources, and expressions of resilience that may promote faster or more optimal recovery
- Discuss any ethical issues that may arise in the process of assessment and/or treatment with the client.
- If relevant, discuss how culture and values affect the assessment of the client’s needs/problems and the range of treatment options
- Utilize the readings to develop an outline of a treatment plan that addresses the client’s needs in the relevant domains (psychological, social/interpersonal, biological, and economic, etc.)

These assignments must be double-spaced, typewritten (with font size no smaller than 12-point), and have 1” margins. The quality, accuracy, clarity, and organization of your writing will directly and significantly influence your grade, so it is essential that you use your very best writing skills, in addition to demonstrating mastery of diagnostic and coding concepts.

3) **Quizzes (total 7, ranging in point value from approximately 20 to 30)**

**VII. Course Policies**

**Attendance**
Due to the 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
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 will be assigned for excused and unexcused absences.
- 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.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- 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.

Student Conduct

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.

Note on accommodation of student 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, intellectually stimulating, and relevant to your direct practice work. I welcome and appreciate student input regarding the course as we move through our 8-week time 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 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, and will rely upon you to do the same. I will enthusiastically support your success.