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 Measuring Behavior</th>
</tr>
</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>
</tr>
<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>1, 2 &amp; 3</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 and their treatment</td>
<td>1, 2 &amp; 3</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 &amp; 3</td>
</tr>
<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>
</tr>
<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>
</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>1, 2 &amp; 3</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 &amp; 3</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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments / Quizzes</th>
</tr>
</thead>
</table>
| 1    | Sept. 8 | ~ Review of syllabus and assignments  
~ Conceptualizations of mental illness | |
| 2    | Sept. 15 | ~ DSM-5 and assessment | |
| 3    | Sept. 22 | ~ Controversies & criticism re: diagnosis & medicalization  
~ Mental illness stigmatization  
~ Focus on strengths and recovery | |
| 4    | Sept. 29 | ~ Role of culture & context in diagnosis  
~ Psychopharmacology: principles, classes, intended and unintended effects, and the roles of social workers | Quiz 1 (material from weeks 2 & 3) |
| 5    | Oct. 6 | ~ Neurodevelopmental disorders: Autism Spectrum & ADHD  
~ Disruptive Behavior Disorders of childhood | Reflective reading assignment due |
| 6    | Oct. 13 | ~ Depression-related disorders | Quiz 2 (material from weeks 4 & 5) |
| 7    | Oct. 20 | ~ Bipolar disorders | Case studies assignment #1 due |
| 8    | Oct. 27 | ~ Anxiety disorders: phobia, panic, GAD | Quiz 3 (material from weeks 6 & 7) |
| 9    | Nov. 3 | ~ Obsessive-compulsive disorder & related conditions | |
| 10   | Nov. 10 | ~ Trauma & stressor-related disorders | Case studies assignment #2 due |
| 11   | Nov. 17 | ~ Schizophrenia Spectrum Disorder & other psychotic disorders | Quiz 4 (Weeks 8, 9 & 10 material) |
| 12   | Nov. 24 | | |
| 13   | Dec. 1 | ~ Substance use disorders | |
| 14   | Dec. 8 | ~ Personality Disorders | |
| 15   | Dec. 15 | Catch up and review | Quiz 5 (Weeks 11—14 material) |
| Dec. 18 | | | Case studies assignment #3 Due |

*This schedule and the content may change, depending on class needs.*
Description of Class Content and Readings

Week 1: Introduction and orientation (September 8)

Topics
■ Review of syllabus – introductions, review of class aims and methods, and class requirements
■ Conceptualizations of mental illness

Week 2: DSM & Assessment (Sept. 15)

Topics:
■ The Structure of the DSM V incl. major changes between DSM IV TR and DSM-5
■ Differential diagnosis
■ Use of DSM in social work
■ Clinical interviewing and mental status examination

Required Readings:
• DSM-5 – V codes and cross-cutting symptom measure: pp. 715-727 & pp. 733-741
• Carlat, D. (2005). Mental Status Examination. In The psychiatric interview (pp. 122-144). PA: Lippincott Williams & Wilkins. [OK to SKIM]

Recommended Reading re: DSM-5 changes and their impacts:

Week 3: Controversies, criticism & recovery (September 22)

Topics:
■ Controversies re: diagnosis & medicalization
■ Stigmatization of mental illness
■ Focus on strengths and recovery orientation
**Required Readings:**

**Recommended readings on medicalization:**

**Recommended readings on recovery orientation in mental illness**

**Week 4: Role of culture & context in diagnosis and intro to psychopharmacology (Sept. 29)**

**Topics:**
- Questions of culture and context in diagnosing
- 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. 749-759
- Diamond book: Chapters 1 & 2

**Recommended readings on cultural issues in diagnosis and assessment:**


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### Class material pertaining to all disorders/classes of disorder covered in weeks 5-15:

1. **Description of disorders including: subtypes, symptoms and signs, functional characteristics, natural course, consequences if untreated, and risk & protective factors (socio-demographic, biological, psychological, and social).**
2. **Awareness of the common experiences of persons with these disorders and common effects on family/significant others.**
3. **Brief review of known causal factors.**
4. **Brief review of what is known and not known about effective interventions for these disorders.**

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**Week 5: Select Neurodevelopmental Disorders (Autism Spectrum and Attention Deficit Disorders) & Disruptive Behavior Disorders (Oct. 6)**

**Required Readings:**

- *DSM-5* --pp. 31-86 pp. 461-480
- Diamond, R. J. *Instant Psychopharmacology* –Chapter 8 (pp. 220-229 only)
**Recommended Readings re: Autism Spectrum Disorder:**

**Recommended Readings re: Disruptive Behavior Disorder (incl ADHD):**

**Week 6: Mood Disorders (Depression, DMDD) (Oct. 13)**

**Required Readings:**
- *DSM-5* – pp. 155-188
- Castonguay & Oltmanns text – Chapter 2
- Diamond, R. J. *Instant Psychopharmacology* – Chapter 5.

**Recommended Readings:**


**Week 7: Mood Disorders, Cont. (Bipolar disorder) (Oct. 20)**

**Required Readings:**
- *DSM-5* – pp. 123-154
- Castonguay & Oltmanns text – Chapter 10
- Diamond, R. J. *Instant Psychopharmacology* – Chapter 6

**Recommended Readings:**


**Week 8: Anxiety Disorders: Generalized anxiety disorder, phobias and panic (Oct. 27)**

**Required Readings:**
- *DSM-5* – pp. 189-234
- Castonguay & Oltmanns text – Chapters 3 & 4
- Diamond, R. J. *Instant Psychopharmacology* – Chapter 7, Chapter 8 (pp. 213-217)
Recommended Reading:

Week 9: Obsessive-Compulsive Disorder & Related Conditions (Nov. 3)

Required Readings:
- DSM-5 --pp. 235-264
- Castonguay & Oltmanns text – Chapter 5

Recommended Reading:

Week 10: Trauma & stressor-related disorders (Nov. 10)

Required Readings:
- DSM-5 --pp. 265 -290
- Castonguay & Oltmanns text – Chapter 6
- Diamond, R. J. Instant Psychopharmacology –Chapter 8 (pp. 217-220 only)
Recommended Readings:

Weeks 11 & 12: Schizophrenia Spectrum Disorder & other psychotic disorders (Nov. 17 & 24)

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 13: Substance Use/Addiction Disorders (Dec. 1)**

**Required Readings:**

- *DSM-5* (pp. 481-590)
- Castonguay & Oltmanns text – Chapter 8
- Diamond, R. J. *Instant Psychopharmacology*. Chapter 8 (pp. 232-238)

**Recommended Readings:**


**Week 14: Personality Disorders (Dec. 10)**

**Required Readings:**

- *DSM-5* (645-684; pp. 761-781)
- Castonguay & Oltmanns text – Chapter 9
- Diamond, R. J. *Instant Psychopharmacology*, Chapter 9
Recommended Readings:
personality disorders: Issues affecting social work practice and research. *Clinical Social
Work Journal, 41*, 155-162. [Details the changes that were expected in the DSM-5 but did
not materialize—now in the back of the DSM start p. 461]
behavior therapy for professional psychologist. *Professional Psychology: Research and Practice,
44*, 73-80.
Personality Disorder. In D. Barlow (Ed.), *Clinical Handbook of Psychological Disorders*,
(pp. 365-420). New York: Guildford Press.
~ Perry, J. C. et al. (1990). Psychotherapy and psychological trauma in borderline personality

Week 15: Catch up and Review (Dec. 15)

V. Course Texts and Reading Materials

Three Required Texts and Readings:

edition. Washington, D.C: APA.

All other required and optional readings will be posted on Learn@UW.

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

*All written work should be uploaded to a dropbox on Learn@UW by 4pm on the day/time it is
due.*

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

1. **Reading reflection assignment** – 15% (Due Oct. 6)

*You are required to write a paper applying the concepts you learned from week 3 readings.*
The instructor will provide you with detailed instructions for the assignment during the first week of class.

2. Case Study Homework Assignments – 45% (three assignments, each worth 15 % points)

Each assignment will include three case examples provided by your instructor. For each case, you will be asked to suggest a DSM-5 diagnostic impression and provide a rational for it as ell as address a few other questions posed.

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

3) Quizzes – You will have a total of five quizzes that cover material pertaining to material covered in class and readings and taken at the very beginning of class. Your lowest quiz grade will be dropped such that only four quiz grades will count toward your final grade. However, all quizzes are mandatory to take. Each quiz is worth 9% of your grade overall (collectively 40% of your final grade).

4) Class participation (i.e. engagement and contribution): Please see the last page of this syllabus for a rough guideline of the instructor’s criteria for evaluating your level of participation.

Overall Assignment Grid:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Date Due or Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Analysis Assignment</td>
<td>15%</td>
<td>Oct. 6</td>
</tr>
<tr>
<td>Case Studies Assignment 1</td>
<td>15%</td>
<td>Oct. 20</td>
</tr>
<tr>
<td>Case Studies Assignment 2</td>
<td>15%</td>
<td>Nov. 10</td>
</tr>
<tr>
<td>Case Studies Assignment 3</td>
<td>15%</td>
<td>Dec. 18</td>
</tr>
<tr>
<td>Quizzes (4 in total)</td>
<td>36% (each worth 9%)</td>
<td>Sep. 29→ Dec. 15</td>
</tr>
<tr>
<td>Class participation</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale
Grades are based on percentage of points earned.
In the following, you will find the interpretations of specific letter grades and percentage ranges:

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
64-69 D         Below expectations in all areas, not acceptable graduate-level work
<=63 F          Fails to meet minimum expectations
VII. Course Policies

E-mail: All students in the class are required to have an email account, as I will be sending out various correspondences related to the course via e-mail. Please check your e-mail daily.

Powerpoint slides: Class powerpoint presentations will be uploaded onto Learn@UW no later than Monday evenings at 8pm.

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.

Code of Ethics, Student Rights and Responsibilities & Plagiarism
Incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the MSW Program they would honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

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

To be clear, plagiarism involves the use of others’ words, ideas, or evidence without clearly acknowledging the source. 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. Lateness may be excused ONLY if the following three criteria are met: a) student experiences a significant obstacle to completion of assignment that is beyond her/his control, (b) student communicates about this with me prior to the due date (barring unusual circumstances that can be verified or documented), AND c) we come to an agreement about a different deadline—the lateness may be excused.

Unless, excused, work handed in late will receive a lower grade. Every day the work is late will result in subtraction of 3 points. Please see me if any unusual circumstances arise.

Ongoing feedback from you: I greatly appreciate on-going student input regarding reactions to, suggestions, and/or concerns about the course. Always feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).

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 the semester together. There will be an opportunity to give formal feedback in the middle and 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 try to set high standards and expect that you, as a developing professional, to meet them. I will bring my very best effort to this teaching and learning endeavor as well.
Guidelines for Evaluating the Quality of Your Class Participation

4=Excellent Contributor:
Contributions in class reflect very good preparation. Ideas offered are almost always substantive and provide insights as well as direction for the class. Challenges are well substantiated and persuasively presented. The student responds to colleagues’ ideas, and assists in further development and clarification of these ideas. If this person were not a member of the class, the quality of discussion would be diminished markedly.

3=Good Contributor:
Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes some direction for the class. Challenges are well substantiated and often persuasive. Responses to colleagues’ ideas are often useful. If this person were not a member of the class, the quality of the class would be diminished.

2=Adequate Contributor:
Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. Occasionally responds to colleagues’ comments in ways that are useful. If this person were not a member of the class, the quality of the class would be diminished somewhat.

1=Non-Participant:
This person says little or nothing in class, nor does s/he clearly . Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of the discussion would not be changed.

0=Unsatisfactory Contributor:
Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comments do not acknowledge colleagues’ contributions, or worse, are disrespectful of them. If this person were not a member of the class, valuable air-time would be saved.

*NOTE: Prof. John Tyler of Brown University obtained these guidelines from Prof. Richard J. Murnane at the Harvard Graduate School of Education. Prof. Murnane, in turn, learned them from someone else. Although the original attribution for the guidelines has been lost, they continue to be useful to so many.