SW 862 – Psychopathology for Social Practice in Mental Health
Syllabus
Summer 2016 (May 31 – July 24, 2016)
Number of credit hours: 2cr

Course Information

Course Description
Psychopathology for Social Work Practice in mental Health is a practice course that focuses on a biopsychosocial understanding of mental wellbeing and mental illness from a social work and social environment perspective. It gives special attention to the social work view in relation to the person-in-environment and other classification systems available to the practitioner. The course emphasizes an appreciation of the critical influence of culture, class, race and ethnicity, religion, and social values of the individual, family, group, and social institutions in the assessment of client strengths and vulnerabilities. The course critically reviews current classification systems and major theories regarding the nature of mental disorders, their diagnoses and etiologies, and the treatment approaches available to help people in their recovery.

At the conclusion of the course, students should be able to: complete comprehensive assessments of mental wellbeing and mental illness in various areas of biopsychosocial functioning; critically utilize the DSM-5 when appropriate; create working case formulations based on their assessments; and identify empirically informed interventions relevant to their case formulations.

Course Prerequisites
Participants in this course should be in the advanced phase of the social work education. They will have completed their foundational courses and should have completed SW 712- Psychopathology and Social Work, or a designated equivalent. SW 862- Psychopathology for Social Work Practice in Mental Health will build on a base of knowledge that includes familiarity with the DSM 5 and a foundation of conducting a biopsychosocial assessment.

Course Contact Information

Faculty: Nick Yackovich, PhD
Office: Social Work Building, Room 309
Office Hours: By Appointment
Virtual Office Hours: By Appointment (using Google Hangout)
Phone: 608-263-3677
Email: yackovichjr@wisc.edu
**Course Environment**
This is an online course and therefore does not use on-campus class sessions. There are regularly scheduled synchronous (live) web conferences and asynchronous discussion forums to facilitate communication, learning, and collaboration during the course. All assignments and course interactions will utilize Internet technologies.

**Course Goals**
It is crucial going into a learning experience that the participant conducts a self-assessment of both their knowledge and understanding of the subject matter. How will the new course enhance what they know, fill any voids in their current knowledge base, and facilitate a critical reflection of what was once believed to be established knowledge or ideas. Each student in this class should have already taken SW441 and SW 712. In each of these courses you would have been introduced to terminology and concepts that will be useful in benefiting from (SW862) Psychopathology for Social Workers in Mental Health. Specifically, the practice concepts of assessment, diagnosing, and treating should not be new to you, and hopefully a few specific features for each of these concepts will also be somewhat familiar. The field of mental health is one that employs a multidimensional team of professionals. Each profession has their own approach to assessing, diagnosing, and treating the subjective distress of their clients. It is imperative for the comprehensive and effective care of all individuals seeking services in the field of mental health that the social work perspective is present and effectively represented.

It is the general goal of this course that participants will develop the ability to confidently examine a series of subjectively distressful experiences identified by a client; and use this information to establish a working diagnosis using a multidimensional framework that includes: a biopsychosocial assessment, the DSM-5, culturally relevant variables, and contemporary research on the etiology of mental illness.

**At the completion of this course, students will be able to:**

1. Recognize and identify a symptom of mental illness
2. Conceptualize a “symptom cluster” in a manner that enables them to establish a DSM-5 diagnosis
3. Compare and examine symptoms and diagnoses in reference to the DSM-5 criteria to conduct a differential diagnosis
4. Articulate and critically apply conceptual frameworks to guide the process of assessment and evaluation
5. Develop collaborative and mutually agreed on intervention goals and objectives that are evidence informed, strengthen client capacity and well-being through assessments that identify strengths and address obstacles.
6. Critically examine historical and contemporary circumstances (at the micro, mezo, and macro levels) associated with client’s disorder, as well as multiple environmental contexts that potentially contribute to the client’s disorder or may interfere with client’s recovery efforts.

7. Utilize a culturally-competent and strength’s based approach to assessing, diagnosing and treating the client’s subjective distress (which has been categorized and labeled by the DSM-5 diagnosis).

8. Apply critical thinking skills in practice by integrating multiple sources of knowledge to professional work and evaluation and utilize effective communication and writing skills.

**Competencies (The following are the Council on Social Work Education Competencies that are addressed in this course, along with examples of practice behaviors)**

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Practice Behavior (PB)</th>
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</table>
| **1. Demonstrate Ethical and Professional Behavior** | • Exercise continual self-reflection and self-awareness in order to understand personal values, beliefs and biases, and how they may potentially influence assessment of clients and their situations, as well as ethical issues and decisions that arise in the area of focus;  
  • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication in the area of focus;  
  • Exercise continual self-reflection, and employ supervision and consultation to monitor professional judgments and behavior in the area of focus; and  
  • Employ technology ethically, appropriately and professionally in the area of focus. |
| **2. Engage Diversity and Difference in Practice** | • Demonstrate and communicate a recognition and understanding of the important role that diversity plays in shaping life experiences at the micro, mezo, and macro levels of practice in the area of focus;  
  • Present oneself as a learner to clients and constituencies, and engage them as experts of their own culture and experience in the area of focus; and  
  • Exercise continual self-reflection and self-awareness in order to understand your personal values, beliefs and biases regarding diversity, and the potential role they may play in working with diverse clients and constituencies in the area of focus. |
3. **Engage In Practice-informed Research and Research-informed Practice**

- Use practice experience and theory to inform social work interventions in the area of focus.
- Autonomously apply critical thinking in analysis of research methods and research findings to inform practice.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

- Demonstrate in-depth knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across all levels of practice in the area of focus.
- Employ diverse strategies based on knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in the area of focus.
- Autonomously use empathy, reflection and advanced level interpersonal skills to effectively engage diverse clients and constituencies in the area of focus.

7. **Assess Individuals, Families, Groups, Organization and Communities**

- Independently collect and organize data, and effectively apply critical thinking to interpret information from clients and constituencies in the area of focus;
- Employ knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to critically analyze assessment data from clients and constituencies in the area of focus;
- Demonstrate the ability to collaborate in developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies in the area of focus;
- Effectively utilize the assessment, research knowledge, and values and preferences of clients and constituencies to determine a range of potentially effective and appropriate intervention strategies to improve practice outcomes in the area of focus.
### 8. Intervene with Individuals, Families, Groups, Organization and Communities

- Demonstrate the ability to implement interventions at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve desired practice outcomes in the area of focus;
- Independently apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to evaluate and choose methods of intervention most appropriate to the problems and populations in the area of focus;
- Demonstrate advanced skill in inter-professional collaboration as appropriate to achieve beneficial practice outcomes in the area of focus;
- Employ diverse strategies to negotiate, mediate and advocate with and on behalf of diverse clients and constituencies in the area of focus;
- Autonomously facilitate effective transitions and endings that advance mutually agreed-on goals.

### Course Requirements

#### Required Texts


#### Optional Texts


(Note: UW students have access to the on-line version of the DSM 5, which is accessible through the following link: [http://psychiatryonline.org.ezproxy.library.wisc.edu/](http://psychiatryonline.org.ezproxy.library.wisc.edu/))


**Additional Readings**, both required and optional, will be made available on the Learn@UW webpage

#### Required Course Material/Software

This course will make use of the Learn@UW webpage as well as the following software:

- Google Docs
- Google Hangout
Course Outline and Topics

ORIENTATION: Mental Health, Diagnosing, and Social Work

Introduction: Issues with Diagnosing in the Domain of Social Work in the Mental Health Practice

Week of June 4th – June 10th

UNIT ONE: Foundational Concepts

PART A - Etiology
PART B - Classification of Disorders
PART C - Assessment Methodology

REQUIRED READINGS:

the social environment: Critical perspective (pp. 1-19). New York: Columbia.

OPTIONAL READINGS:


Week of June 11th – June 17th

UNIT TWO: Distress with Mood

PART A - Assessment and Diagnosis

PART B – Differential Diagnosis and Intervention Strategies

REQUIRED READINGS:


OPTIONAL READINGS:


Week of June 18th – June 24th

UNIT THREE: Anxiety, Stress, and Trauma

PART A - Assessment and Diagnosis

PART B – Differential Diagnosis and Intervention Strategies

REQUIRED READINGS:


OPTIONAL READINGS:


Week of June 25th – July 1st

UNIT FOUR: Substance Use and Personality Disorders

PART A - Assessment and Diagnosis

PART B – Differential Diagnosis and Intervention Strategies

REQUIRED READINGS:


**OPTIONAL READINGS:**


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**Week of July 2nd – July 8th**

**UNIT FIVE:** Psychotic and Cognitive Disorders

*PART A - Assessment and Diagnosis*

*PART B – Differential Diagnosis and Intervention Strategies*
REQUIRED READINGS:


OPTIONAL READINGS:


Week of July 9th – July 15th
UNIT SIX: Challenges in Childhood and Adolescence

PART A - Assessment and Diagnosis

PART B – Differential Diagnosis and Intervention Strategies

REQUIRED READINGS:


OPTIONAL READINGS:


Week of July 16th – July 22nd

UNIT SEVEN: Conditions related to the body

PART A - Assessment and Diagnosis

PART B – Differential Diagnosis and Intervention Strategies

REQUIRED READINGS:


OPTIONAL READINGS:


**Course Assessments and Grading**

**Assignment Submission**
All assignments must be completed by the due date and submitted to the designated space within the course site to successfully complete the course. Specific submission instructions are communicated ahead of the due dates.

**Late Assignments**
Unless otherwise specified, all assignments are due on Sunday night (with a grace period of 6am Central Time Monday). Due dates are hard deadlines, and it is the student’s responsibility to initiate communication if extension is needed. Extension requests are only granted under certain circumstances and at the discretion of the instructor. Late assignments are marked down 10% for each day they are late.

**Grading Scale**
Assignment of letter grades is based on percentage of points earned out of points possible.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94</td>
</tr>
<tr>
<td>AB</td>
<td>93.9 – 87.0</td>
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<tr>
<td>B</td>
<td>86.9 – 80.0</td>
</tr>
<tr>
<td>BC</td>
<td>79.9 – 75.0</td>
</tr>
<tr>
<td>C</td>
<td>74.9 – 70.0</td>
</tr>
<tr>
<td>D</td>
<td>69.9 – 60.0</td>
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<tr>
<td>F</td>
<td>&lt; 60.0</td>
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</table>

**Assignments List & Point Allocations**
Assignment files within the course site provide detailed descriptions and instructions.

**I. Discussion Assignment:**

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Initial Post Due by 9pm on:</th>
<th>Follow up post Due by 9pm on:</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Tuesday, June 7</td>
<td>Wednesday, June 8</td>
<td>10</td>
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</tbody>
</table>
II. Journal Assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assignment Open Date</th>
<th>Group Discussion*</th>
<th>Assignment Due Date</th>
<th>Feedback Due by</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two Journal</td>
<td>June 11</td>
<td>June 12-15</td>
<td>June 17</td>
<td>June 20</td>
<td>50</td>
</tr>
<tr>
<td>Unit Three Journal</td>
<td>June 18</td>
<td>June 19-22</td>
<td>June 24</td>
<td>June 27</td>
<td>50</td>
</tr>
<tr>
<td>Unit Four Journal</td>
<td>June 25</td>
<td>June 26-29</td>
<td>July 1</td>
<td>July 5</td>
<td>50</td>
</tr>
<tr>
<td>Unit Five Journal</td>
<td>July 2</td>
<td>July 5-6</td>
<td>July 8</td>
<td>July 11</td>
<td>50</td>
</tr>
<tr>
<td>Unit Six Journal</td>
<td>July 9</td>
<td>July 10-13</td>
<td>July 15</td>
<td>July 18</td>
<td>50</td>
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*NOTE: Your group only needs to schedule one collaboration discussion during this period, the rest of the interaction can be conducted by collaborating on the shared Google Doc.

III. Final Assignment: Biopsychosocial Conceptualization Report- Due July 27th 9pm (Use Dropbox)

Course Schedule
The following course schedule provides a timeline for major lessons, discussions, and assignments.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Note:</th>
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</thead>
<tbody>
<tr>
<td>Class opens</td>
<td>5/31</td>
<td></td>
</tr>
<tr>
<td>Unit One starts</td>
<td>6/04</td>
<td></td>
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<tr>
<td>Unit One Initial Discussion Post Due</td>
<td>6/07</td>
<td></td>
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<tr>
<td>Unit One Reply Post Due</td>
<td>6/08</td>
<td></td>
</tr>
<tr>
<td>Class Web Conference</td>
<td>6/09-6:00PM</td>
<td>Not Required Q&amp;A with Dr. Yackovich – Using Blackboard Collaborate</td>
</tr>
<tr>
<td>Unit Two starts</td>
<td>6/11</td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Note:</td>
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<tr>
<td>Unit Two Journal Open</td>
<td>6/11</td>
<td></td>
</tr>
<tr>
<td>Small Group Discussion/Collaboration</td>
<td>6/12-15</td>
<td>At least one Google Hangout session</td>
</tr>
<tr>
<td>Unit Two Initial Discussion Post Due</td>
<td>6/14</td>
<td></td>
</tr>
<tr>
<td>Unit Two Reply Post Due</td>
<td>6/15</td>
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<tr>
<td>Unit Two Journal Due</td>
<td>6/17</td>
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<tr>
<td>Unit Three starts</td>
<td>6/18</td>
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<tr>
<td>Unit Three Journal Open</td>
<td>6/18</td>
<td></td>
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<tr>
<td>Small Group Discussion/Collaboration</td>
<td>6/19-22</td>
<td>At least one Google Hangout session</td>
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<tr>
<td>Unit Three Initial Discussion Post Due</td>
<td>6/21</td>
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<tr>
<td>Unit Three Journal Due</td>
<td>6/24</td>
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<tr>
<td>Unit Four starts</td>
<td>6/25</td>
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<tr>
<td>Unit Four Journal Open</td>
<td>6/25</td>
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<tr>
<td>Small Group Discussion/Collaboration</td>
<td>6/26-29</td>
<td>At least one Google Hangout session</td>
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<tr>
<td>Class Web Conference</td>
<td>6/28-12:00Noon</td>
<td>Not Required Q&amp;A with Dr. Yackovich – Using Blackboard Collaborate</td>
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<tr>
<td>Unit Four Initial Discussion Post Due</td>
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<tr>
<td>Unit Four Journal Due</td>
<td>7/01</td>
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<tr>
<td>Unit Five starts</td>
<td>7/02</td>
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<tr>
<td>Unit Five Journal Open</td>
<td>7/02</td>
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</tr>
<tr>
<td>Small Group Discussion/Collaboration</td>
<td>6/19-22</td>
<td>At least one Google Hangout session</td>
</tr>
<tr>
<td>Unit Five Initial Discussion Post Due</td>
<td>7/05</td>
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<tr>
<td>Unit Five Reply Post Due</td>
<td>7/06</td>
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<tr>
<td>Unit Five Journal Due</td>
<td>7/08</td>
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<tr>
<td>Unit Six starts</td>
<td>7/09</td>
<td></td>
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<tr>
<td>Event</td>
<td>Date</td>
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<tr>
<td>Unit Six Journal Open</td>
<td>7/09</td>
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<tr>
<td>Small Group Discussion/Collaboration</td>
<td>7/10-13</td>
<td>At least one Google Hangout session</td>
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<tr>
<td>Unit Six Initial Discussion Post Due</td>
<td>7/12</td>
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<tr>
<td>Unit Six Reply Post Due</td>
<td>7/13</td>
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<tr>
<td>Unit Six Journal Due</td>
<td>7/15</td>
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<tr>
<td>Unit Seven starts</td>
<td>7/16</td>
<td></td>
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<tr>
<td>Class Web Conference</td>
<td>7/16-10:00AM</td>
<td>Not Required Q&amp;A with Dr. Yackovich – Using Blackboard Collaborate</td>
</tr>
<tr>
<td>Unit Seven Initial Discussion Post Due</td>
<td>7/19</td>
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</tr>
<tr>
<td>Final Biopsychosocial Report Due (Dropbox)</td>
<td>7/27</td>
<td>CONGRATUALTIONS!!!</td>
</tr>
</tbody>
</table>

**Course Policies**

**How to Succeed in this Course**
- Check your wisc.edu email regularly
- Login to the course site daily
- Be proactive and engage in course
- Create a study schedule
- Connect with classmates

**Communicating with the Instructor**
The “Three before me” policy encourages students to check the following sources of information before contacting the instructor: course syllabus, course news/announcements, and forum posts. This eliminates redundancy and expedites the process. If you cannot find the answer, post in the appropriate forum to which the question relates. You are encouraged to answer questions from other students in the forums when you know the answer, in order to provide timely assistance.

**Class Web Conferencing Conference**

**Google Hangout.** The class will be broken in two multiple groups of 4-5 students and expected to work together on a number of course assignments. As part of this, group members will interact with the Discussion Forum, as well as through the use of Google Hangout. This is a Google App that allows for up to 10 people to engage in a Skype-like web conference. If a group has a
particular issue that they are struggling with they can invite me and/or the TA into their Google Hangout to address the particular issue.

**Blackboard Collaborate.** On three separate occasions during this course, I will conduct a web conference for the entire class using Blackboard Collaborate. These web conferences will take place on Thursday, June 9th at 6:00pm; Tuesday, June 28th at 12noon; and Saturday, July 16th at 10:00am. Attendance of these web conferences is NOT REQUIRED, but I do ask that students who would like me to address any particular issues related to the course or the topics covered in the course during a live web conference should send me an email with their topic and the particular web conference they would like the topic to be discussed. I will post the agenda for each web conference in the NEWS section of our courses web page on Learn@UW, so that students wishing to attend the web conference will know what will be covered. An audio recording of the Blackboard conferences will be made available within a few days of the Web Conference for those interested in the topics, but who could not attend. I have alternated the days and times of each web conference to try and accommodate the variety of schedules that you each keep, and I can be flexible about the days and times that I have set currently, within reason.

If you have questions of a personal nature, relating to a personal emergency, an assignment grade, or other private matter, you are welcome to contact your instructor via preferred method: [email or phone]. Please allow 24-36 hours for your instructor to respond.

**Studying, Preparation Time, and Attendance**
Students should plan to spend a minimum of three hours per week per credit preparing for and actively participating in the course. For example, this is a two-credit course, so students should expect to spend six hours each week. **Preparation** for class means reviewing all information required for a given week, and then regularly and actively engaging with your classmates, instructor, and assigned course content. **Attendance** in this online course means logging into the online course site on a regular basis and participating in all required activities, including scheduled live web conferences.

**Collaboration**
Students are encouraged to collaborate within your small groups assigned, and are also encouraged to collaborate across groups. However, all *individual* assignments are expected to represent your own work. You may discuss assignments and share insights, as much as you might with peers during an on-campus study session, but the actual work of the assignment, regardless of format, is required to be your own. Use of another student's work and representing it as your own, in original or altered form, is not acceptable, as it averts the learning for which the assignment is designed. Failure to comply will result, at a minimum, in a zero for the assignment and may be cause for further consequences.

**Subject to Change Notice**
All material, assignments, and deadlines are subject to change. It is the student’s responsibility to be aware of all course timelines, announcements, and communications from her or his
instructor pertaining to changes in course assignments and due dates. The instructor will communicate any changes to students well in advance.

**University Policies**

9. Accessibility Statement  
10. Academic Integrity  
11. Drop and Add Dates