

**UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF SOCIAL WORK
SOWK 612**

PSYCHOPATHOLOGY AND DIAGNOSIS OF MENTAL DISORDERS

SPRING 2010

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I. COURSE DESCRIPTION AND GOALS

This course will provide the student with advanced exposure to major issues in the area of adult psychopathology and diagnosis of mental disorders. The course examines psychopathology and mental disorders from a biopsychosocial and ethnocultural perspective. Emphasis is placed on understanding biopsychosocial influences on the incidence, manifestation, and course of the most commonly presented mental disorders and the differential effect of these factors on diverse populations. Current research from biological psychiatry and the behavioral sciences regarding the impact of poverty, race/ethnicity, class, and labeling theories and the stress 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 (consumers, patients) and the experience of family burden on family members and significant others.

The DSM IV-TR 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 issues of ethical practice are a critical part of the course. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment of individuals through the lifespan. Knowledge of psychopharmacology and the roles social workers occupy within interdisciplinary practice will be covered. This is not a class that will provide skill-based learning in specific clinical interventions. The primary focus is on assessment and case planning that integrates diagnostic information to assure interventions that are consistent with the individual's needs and strengths.

II. COURSE OBJECTIVES

The student is expected to demonstrate advanced competency in assessment of psychopathology and differential diagnosis of mental disorders. Advanced competency is assessed in the three following areas:

A. Knowledge

1. Knowledge of biopsychosocial and ethnocultural perspectives in relation to psychopathology and mental disorders.
2. Knowledge of assessment methods as the basic tools for gathering information on psychopathology.
3. Knowledge of the logic and method of diagnostic classification, and the criteria necessary for the diagnosis of the various mental disorders included in the DSM-IV-TR.
4. Knowledge of the multi-axial diagnosis of mental disorders.
5. Knowledge of the major diversity issues that impact the cultural assessment and diagnostic process. Diversity issues include but are not limited to race, ethnicity, gender, sexual orientation, age, socioeconomic status and religion/spirituality.
6. Knowledge of the cultural, ethical, and legal implications of the use of the DSM-IV-TR.

B. Values

1. Understanding of one's scope of competency, which includes an awareness of professional strengths and weaknesses.
2. Understanding of the legal and ethical issues related to high risk manifestations of psychopathology.
3. Understanding of appropriate professional conduct and responsibilities in the assessment and diagnosis of mental disorders (e.g., ethical guidelines regarding confidentiality).

C. Skills

1. Demonstration of skill in the application of the biopsychosocial framework to contextualize mental disorders and arrive at a multiaxial assessment.
2. Demonstration of skill in the application of assessment and diagnostic knowledge to specific cases, as evident in discussion of vignettes and written assignments.
3. Demonstration of skill in the consideration of ethnocultural factors in differential diagnostics and in increasing awareness about the subjective experience of mental illness and clinical conditions.
4. Demonstration of understanding one's scope of competency and ethical and legal issues related to confidentiality, professional conduct, and high risk client situations as evidenced in class discussions and written assignments.

III. COURSE OUTCOMES

1. Knowledge and skills in the assessment and differential diagnosis of the individual, with emphasis on biopsychosocial and ethnocultural issues.
2. Knowledge and skills in identifying nature and degree of psychopathology (if present), contribution of cultural and environmental factors, and the strengths, resources, and resilience of the individual.
3. Knowledge and skills in assessment and diagnostic methods that contribute to effective and culturally relevant practice.

II. CLASS FORMAT

Format of the class will primarily be didactic and interactive. Case vignettes, videotapes, and semi-structured class exercises will accompany lectures and assigned reading. A combination of these approaches will be utilized to highlight process and further the development of assessment, differential diagnostic skills, and clinical sophistication in working with a broad range of individuals in social work settings. Students are expected to come to class prepared to discuss the material and are encouraged to share brief, relevant, clinical experiences. Professionals from the practice community may be invited to present on their area of expertise. Students will have an opportunity to consult with the professor, guest speakers, and the class on particular cases.

Professional standards & confidentiality: Students are expected to possess knowledge of University policies regarding academic and nonacademic misconduct, and all the information and policies contained in the Student Handbook. It is the responsibility of each student to abide by these policies, as well as to adhere to all the core principles contained in the NASW CODE OF ETHICS (1999). Because of the nature of the assignments in which a client system is used for the purposes of analysis, students are cautioned to use their professional judgment in protecting the confidentiality of clients in writing their assignments and in class discussions. Students are expected to safeguard the confidential nature of the treatment relationship and to observe strict adherence to all ethical principles and legal responsibilities of our profession.

Person-first language: Students should be especially careful not to contribute unwittingly to myths about mental illness and disability in the conduct of practice, research, interpretation of data and use of terms. The integrity of persons being addressed should be maintained by avoiding language that pathologizes or equates persons with the conditions they have (such as “a schizophrenic,” “a borderline,” “addicts,” “epileptics,” or “the disabled”) or language that implies that the person as a whole is disordered or disabled, as in the expression “chronics,” “psychotics,” or “disabled persons.” Emphasis should be on the person first, not the disability, by putting the person-noun first (i.e., “persons [or people] with disabilities,” or “an individual diagnosed with schizophrenia”).

III. GRADING POLICY

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work, which not only demonstrates very good mastery of content, but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more than competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas, requiring

improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment. All assignments are expected to be written in the APA 5th edition style. Departure from this style will result in a lowering of the assignment grade. It is expected that students will attend all regularly scheduled classes, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades. (NOTE: Please refer to the Student Handbook and the University Catalogue for additional discussion of grades and grading procedures.)

Grade Scoring

A = 100 – 93	B = 86 – 83	C = 76 – 73	D = 66 – 63
A- = 92 – 90	B- = 82 – 80	C- = 72 – 70	D- = 65 – 60
B+ = 89 – 87	C+ = 79 – 77	D+ = 69 – 67	F = 59 and below

IV. ATTENDANCE & PARTICIPATION

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact a student's ability to achieve course objectives which could affect the final course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness. Use of a laptop computer or other portable electronic devices should be reserved for note-taking only. Email messaging, texting and internet use will not be allowed during class time.

The University of Southern California policy permits students to be excused from class without penalty for the observance of religious holy days. This policy also covers scheduled final examinations, which conflict with students' observances of holy days. Students must make arrangements in advance to complete class work that will be missed or to reschedule an examination due to observance of holy days.

V. LATE ASSIGNMENTS

Assignments are due on the day and time specified. Extension will be granted only for extenuating circumstances. If the assignment is late the grade will be affected, usually lowered by ½ grade per day late.

VI. INCOMPLETES

A final grade of incomplete can only be given under extreme circumstances and must be requested in writing (as stated by University policy.)

VII. REQUIRED TEXTS

American Psychiatric Association (2000). Diagnostic and statistical manual of mental disorders (text revision). Washington, DC: Author.
 Andreasen, N. & Black, D. (2006). Introductory textbook of psychiatry. Washington, DC: American Psychiatric Press, Inc.

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. ASSIGNMENTS AND EXPECTATIONS - Detailed guidelines will be provided for each assignment by the instructor.

- Mid term: Diagnostic Case Study Exam - (40%; In Class Open Book, Session 8)
- Final Exam: Comprehensive Diagnostic Case Study Exam (50%; Take Home)
- Class participation (10%; e.g., discussion, attendance, tardiness, leaving early)

X. COURSE OUTLINE

Topic	Readings
<p><u>Session 1</u> Introduction & Overview of Course</p> <ul style="list-style-type: none"> ▪ Brief review of the biopsychosocial model Considering situational, developmental, and psychopathology aspects of assessment ▪ An essential consideration of ethnocultural influences and social environmental context ▪ Introduction to DSM IV-TR: History and present format 	<p>DSM IV-TR – Introduction and Review Appendix A-H</p> <hr/> <p>Andreason & Black (2006) Chapters 1, 2</p> <hr/> <p>Constantino, Malgady, & Primavera (2009); Miranda, McGuire, Williams et al. (2008); Widiger & Sankis (2000)</p>
<p><u>Session 2</u> DSM IV-TR (continued)</p> <ul style="list-style-type: none"> ▪ Multiaxial assessment and decision trees ▪ Review Cultural Formulation and Culture-bound Syndromes; Mental Status Exam ▪ Differential Diagnosis; Importance of ruling out medical problems and substance abuse ▪ Overview of Axis I Disorders important to rule out (R/O): Cognitive Disorders, Mental Disorders due to a General Medical Condition, and Substance Abuse Disorders ▪ Adjustment Disorders and V-Codes ▪ Subjective experience of mental illness 	<p>DSM IV-TR – Cautionary Statement, Use of the Manual, Multiaxial Assessment, and Review pp. 135-295; pp. 679-683, pp. 739-743; and Appendix I</p> <hr/> <p>Andreason & Black (2006) Chapters 3, 4</p> <hr/> <p>Lopez (1997); Martire et al. (2004); New York State Center of Excellence for Cultural Competence. (2010)</p> <p><u>Optional:</u> Braiterman (2004); George (2009); Lopez & Guarnaccia (2000)</p>

<p>Sessions 3 & 4 Schizophrenia Spectrum Disorders and other Psychotic Disorders</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Medications ▪ Cross-cultural diagnostic issues ▪ Family context, protective factors and family burden ▪ Other disorders to R/O ▪ Global assessment functioning scale (GAF) 	<p>DSM IV-TR – pp. 297-343</p> <hr/> <p>Andreason & Black (2006) Chapter 5</p> <hr/> <p>Barrio (2000); Barrio & Dixon (in press); Carey (2008); Roan (2009a); Singer (2005)</p> <p><u>Optional</u>: Chadwick (2006); Kumra (2000); Wasow (2001); Weiser (2001); Cannon, Cadenhead, Cornblatt, et al. (2008)</p>
<p>Session 5 & 6 Mood Disorders</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Gender and cross-cultural diagnostic issues ▪ Other disorders to R/O 	<p>DSM IV-TR – pp. 345-428</p> <hr/> <p>Andreason & Black (2006) Chapter 6</p> <hr/> <p>Adams (2009); Boughton (2009); Brown, Abe-Kim, Barrio (2003); Gonzales, Vega, Williams, et al. (2010); Mohlman, Cedeno, Price, et al. (2008); Ward (2007)</p> <p><u>Optional</u>: Hartman (2002); Jacobs (2000); Joe, Baser, Neighbors, et al. (2009); Storck, Csordas, & Strauss (2000)</p>
<p>Session 7 Substance-Related Disorders and Comorbid Conditions</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Cross-cultural diagnostic issues ▪ Other disorders to R/O <hr/> <p style="text-align: center;">Mock Exam</p>	<p>DSM IV-TR – pp. 191-295</p> <hr/> <p>Andreason & Black (2006) Chapter 9</p> <hr/> <p>Moore et al. (2007); Seidenberg (2008)</p>
<p>Session 8 In Class Diagnostic Case Study Exam Open Book (class texts, readings, and class notes only)</p> <p style="text-align: center;">SPRING RECESS – March 15-20</p>	

<p><u>Session 9 & 10</u> Discussion of exam Anxiety Disorders</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Cross-cultural diagnostic issues ▪ Other disorders to R/O 	<p>DSM IV-TR – pp. 429- 484</p> <hr/> <p>Andreason & Black (2006) Chapter 7</p> <hr/> <p>Michael (1999)</p> <p><u>Optional:</u> Cusack et al. (2006); Mueser et al. (2002); Mueser et al. (2004); Shevlin et al. (2007); Wojcik, Akhtar, & Hassel (2009); Grodin, Piwowarczyk, Fulker, et al. (2008)</p>
<p><u>Session 11& 12</u> Personality Disorders</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Cluster A, B, and C ▪ Cross-cultural diagnostic issues ▪ Other disorders to R/O 	<p>DSM IV-TR – pp. 685-729</p> <hr/> <p>Andreason & Black (2006) Chapter 10</p> <hr/> <p>Holm & Severinsson (2008) Shedler & Westen (2004) Zittel Conklin & Westen (2005) Roan (2009b)</p> <p><u>Optional:</u> Bolton et al. (2006); Golier et al. (2003); Silverstein (2007)</p>
<p><u>Session 13</u> Psychiatric Disorders from Childhood to Older Adulthood (Guest Speaker: J Sackett, LCSW)</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Cross-cultural diagnostic issues ▪ Other disorders to R/O 	<p>DSM IV-TR – pp. 39-134</p> <hr/> <p>Andreason & Black (2006) Chapter 16</p> <hr/> <p>Bartels, Dums, Oxman, et al. (2002); Bitsko, Visser, Schieve, et al. (2009); Carey, B. (2006); Costello et al. (2003); Reynolds, Cruz, Teh, et al. (2007)</p> <p><u>Optional:</u> Cannon, Cadenhead, Cornblatt, et al. (2008); Tai-Seale, McGuire, Colenda, et al. (2007)</p>
<p><u>Session 14</u> Overview of Final Exam Eating Disorders Wrap-up: Integration & Synthesis</p> <ul style="list-style-type: none"> ▪ Definitions, prevalence, course, and outcome ▪ Diagnostic criteria and diagnostic practice ▪ Cross-cultural diagnostic issues 	<p>DSM IV-TR – pp. 583-595</p> <hr/> <p>Andreason & Black (2006) Chapter 12</p> <hr/> <p>Geller & Thomas (1999); Kaye (2009); Pike et al. (2001)</p>

Final Exam - Comprehensive Diagnostic Case Study
Take Home - Due May 6, 2010 at 12 PM

Note: Information contained in this course syllabus (including, topics, readings, assignments) is subject to change as deemed necessary by the instructor.

Bibliography

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