

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

PSYCHOPATHOLOGY AND DIAGNOSIS OF MENTAL DISORDERS

SPRING 2007

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Day/Time: Thursday / 1:00 PM – 2:50 PM

I. Course Description and Goals

This course will provide the student with advanced exposure to several issues in the area of adult psychopathology and diagnostics. First, the mental status exam will be covered as the basic tool for gathering information on psychopathology. Second, the logic and method of diagnostic classification will be covered, as well as models of etiology of mental illness. Third, the majority of the course will consist of using the DSM-IV as the model for in-depth exposure and practice in the diagnosis of mental disorders. The major emphasis of the course will be on developing the differential diagnostic skills of the student through didactic and experiential modalities. Finally, there will be discussion of cross-cultural diagnostic issues, and the most effective treatment approaches used for each of the major diagnostic categories.

II. Class Format

Format of the class will primarily be didactic and interactive. Students are expected to come to class prepared to discuss the material and are encouraged to share brief, relevant, clinical experiences. Videos and case vignettes will be used to illustrate course content.

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.)

IV. Attendance

Students are expected to attend all regularly scheduled class sessions. Students with more than two absences may risk failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of this School of Social Work is convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

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.

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. Texts

Required:

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.

Optional:

Berzoff, J., Flanagan, L., & Hertz, P. (1996). *Inside out and outside in*. Northvale, NJ: Jason Aronson.

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 / Requirements - Detailed guidelines will be provided for each assignment.

- Reflection Paper: Subjective Experience of Mental Illness (20%) (Due Session 5, Feb 8)
- Mid term: Diagnostic Case Study Exam - (open book) (30%) (In Class-Session 9, March 8)
- Final Exam: Comprehensive Diagnostic Case Study (open book) (40%) (In Class-Session 15)
- Class participation (10%) (*discussion, attendance, tardiness, leaving early, etc.*)

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 cultural influences and the sociocultural 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 2, 5.</p> <hr/> <p>Widiger & Sankis (2000)</p>
<p><u>Session 2</u> DSM IV-TR (continued); The Mental Status Exam</p> <ul style="list-style-type: none"> ▪ Multiaxial assessment and decision trees ▪ Review Cultural Formulation and Culture-bound Syndromes ▪ 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, 6, 19.</p> <hr/> <p>Carrillo et al. (1999) Lopez (1997) Kagawa-Singer & Blackhall (2001)</p>
<p><u>Sessions 3 & 4</u> 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 ▪ Other disorders to R/O ▪ Global assessment functioning scale (GAF) ▪ Family Context, protective factors and family burden 	<p>DSM IV-TR – pp. 297 – 343</p> <hr/> <p>Andreason & Black. (2006). Chapters 7, 8, 27.</p> <hr/> <p>Barrio, C. (2000) Wasow (2001) Weiser (2001)</p>

<p><u>Session 5 & 6</u> Mood 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. 345-428</p> <hr/> <p>Andreason & Black. (2006). Chapter 9.</p> <hr/> <p>Brown, Abe-Kim, Barrio (2003)</p> <hr/> <p>Hartman (2002)</p> <hr/> <p>Jacobs (2000)</p>
<p><u>Sessions 7 & 8</u> 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 10.</p> <hr/> <p>Cusack et al. (2006)</p> <hr/> <p>Michael, S.J. (1999)</p>
<p><u>Sessions 9</u> In Class Case Study Exam – Open Book (class texts, readings, and notes only)</p>	
<p><u>Session 10 & 11</u> Discussion of exam 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 16.</p> <hr/> <p>Golier et al. (2003)</p> <hr/> <p>Shedler & Westen (2004)</p> <hr/> <p>Zittel Conklin & Westen (2005)</p>
<p><u>Session 12 & 13</u> Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence</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 23.</p> <hr/> <p>Carey, B. (2006)</p> <hr/> <p>Costello et al. (2003)</p>
<p><u>Session 13</u> 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 	<p>DSM IV-TR – pp. 191-295</p> <hr/> <p>Andreason & Black. (2006). Chapter 15.</p> <hr/> <p>Montross et al. (2005)</p>
<p><u>Session 14</u> Other Disorders (Eating Disorders, Sexual Disorders) and 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. 535-582; pp. 583-595</p> <hr/> <p>Andreason & Black. (2006). Chapter 17, 18.</p> <hr/> <p>Pike et al. (2001)</p> <hr/> <p>Schwartz et al. (2001)</p>

Session 15

Final Exam – Comprehensive Diagnostic Case Study – In Class – Open Book

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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