19:910:507 Psychopathology Spring 2010

I. CATALOG COURSE DESCRIPTION

This course explores major forms of emotional distress in adults, children, and youth, including classification trends, issues, and models. The course provides an introduction to clinical syndromes in terms of diagnostic methodology, research and social concerns and their implications for at risk groups.

II. COURSE OVERVIEW

This is an introductory course whose goal is to familiarize all social work students with the major forms of mental disorders. Since mental health issues are ubiquitous in all social work settings and practice, it is appropriate that social workers, regardless of concentration or specialization, be acquainted with the language, taxonomy, conceptualizations, and developments in the area of psychopathology. For those students desiring a greater sophistication, the advanced curriculum offers this opportunity. Thus, this course will serve as the prerequisite for further study of psychopathology in the curriculum.

The Diagnostic and Statistical Manual of Mental Disorders-IV-TR (DSM-IV-TR), is the basis for the review of disorders encompassed in this course. This is so because of DSM-IV-TR's acceptance by local, state and federal governments, major health insurance carriers and by the various disciplines engaged in mental health activities. However, the assessment of its utility as a problem solving tool, in general, and its relevance for social work practice, in particular, is a dominant theme throughout the course.

DSM-IV-TR conceptualizes a mental disorder as a clinically significant behavioral or psychological syndrome or pattern that occurs in an individual and that is associated with present distress (e.g., a painful symptom) or disability (i.e., impairment in one or more important areas of functioning), or with a significantly increased risk of suffering death, pain, disability, or an important loss of freedom. The adequacy and appropriateness of this conceptual framework to illuminate and enhance understanding of the human phenomena seen in social work practice is addressed throughout the course.

Factors such as cultural differences, race and ethnicity, social class, gender and age are discussed in terms of their possible influence on clinical judgment and the diagnostic process. Thus, the selection of content areas has been based on several
considerations:

1. Clinical syndromes social workers are most apt to encounter, either directly in micro practice, or indirectly in macro practice.

2. Clinical phenomena that are extensively dealt with in other curriculum offerings receive less focus e.g. developmental disabilities, alcohol and other drugs, and mental disorders associated with the aging process.

3. Those conditions requiring medical sophistication for evaluation and treatment will also receive less attention e.g. mental disorders due to a general medical condition, organic brain disorders.

This is a required course for all students in the Professional Foundation year.

IV. COURSE OBJECTIVES

1. To understand the DSM-IV-TR as the current representation of a changing classification model and its application for the diagnosis of children, youth, and adults.

2. To be able to arrive at a multi-axial diagnosis for children, youth, and adults and carry out a differential diagnosis for the above-named groups as well.

3. To appreciate the potential abuse of diagnostic classification as a means of social control, in general, and its significance for vulnerable populations, in particular.

4. To understand the social worker's particular contribution to the diagnostic process, and the policies and societal norms that promote and constrain the diagnostic-intervention process.

5. To recognize the possible conflict between social work norms, ethics, and values and the classification system.

6. To become familiar with the significant areas of empirical investigation concerning mental health and disorders, and understand the role of theory and how it relates to the empirical investigation regarding mental health and disorders.

7. To understand the increasing role of psychopharmacology in the treatment of mental disorders, and the professional knowledge, responsibilities, and limitations of the social worker’s role with respect to the use of psychopharmacology in treatment.

8. To understand and reflect on the stigmatizing patterns (language, media portrayal,
discrimination) that exist in society towards individuals and their families with mental illness and the role of social workers in advocating for social justice outcomes in diminishing stigmatizing behaviors.

V. REQUIRED TEXTS


Required readings from journals have been obtained from the Rutgers’s E-Journal website.

VI. COURSE REQUIREMENTS

STUDENT’S ROLE

Students are expected to be active learners and collaborators with the instructor in understanding theories and other course content discussed in class. Students are encouraged to contribute knowledge and observations to every classroom discussion. Students are encouraged to inform the instructor of any changes needed in the class structure or instructional style that might facilitate understanding.

Regular class attendance with active participation is expected. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that reading assignments be completed prior to each class session. Specific reading for each class session will be assigned in class at the conclusion of the previous session. It is the student's responsibility, whether present or absent, to keep abreast of assignments.

Class attendance is not optional. Students are expected to come to all classes, prepared to discuss the assigned readings. Students will take responsibility for clarifying difficult material encountered in the text, readings and in the lectures. Students are expected to notify the instructor prior to any absence. The professor reserves the right to reduce the final grade for any student with 3 or more absences. In order for a student to be considered present for class, the student must attend all of the class. Students who leave during the break will be marked as absent for that class. Students will not be penalized for missing class for appropriate reasons. The same criteria for judging the appropriateness of
a class absence that an employer uses is the same criteria I will use. Here are some examples of appropriate reasons for missing class: illness and religious observances. If you are absent from a class because of a medical reason, you must bring a note from your doctor in order to have an excused absence. Here are some examples of inappropriate reasons for missing class: birthday parties and problems finding parking.

All written work must be typed. The letter grade for a hand written assignment will be reduced by one letter.

Late assignments will not be accepted, unless the student has made arrangements with the professor prior to the assignment’s due date. The professor reserves the right to reduce the letter grade for any late assignment. If due to religious observances assignments need to be handed in late the professor should be informed prior to the assignments due date.

All written assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

Students are required to take the examinations on the designated dates. No make-up examinations will be given, except in cases of serious illness certified by a physician or documented death in the immediate family. Physician certification of illness must state that the student is medically unable to take the examination on the scheduled dates. Details concerning the group project will be discussed in class. A guideline outlining the content of the paper will be distributed in class.

Student’s behavior in this course must comply with the university’s code of conduct. The entire code of contact can be attained from Student Judicial Affairs Office or on-line at http://www.rci.rutgers.edu/~judaff/code.htm. Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

VII. GRADING

Final grades will be determined as follows:
(a) Performance on two examinations (30%);
(b) Performance on homework (20%); and
(b) Quality of the term project (50%).

Grading Standards

It is critical that students keep-up with the readings and lectures. Keeping-up means understanding the materials presented in both the readings and lectures. When concepts, lecture material or readings are unclear, ask for clarification as soon as possible. Clarify the requirements of any assignments prior to handing in that
assignment. Students should feel free to ask for clarification during class, after class and during office hours.

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

VIII. COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

IX. COURSE OUTLINE

UNIT I INTRODUCTION

A. Review of DSM-IV-TR
B. Psychosocial History
C. V-Codes
D. Criticism of DSM-IV-TR
E. Cultural Relevance
F. The PIE Classification System

Required Readings:


**Recommended Readings:**


UNIT II   PSYCHOPATHOLOGY OF CHILDHOOD

A. Attention-Deficit and Disruptive Behavior Disorders
B. Pervasive Developmental Disorder–Autism and Asperger’s Disorder
C. Adjustment Disorders

Required Readings:

DSM-IV-TR: Topic--Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence and Adjustment Disorders, pp. 69-75, 80-103, & 679-683.


Recommended Readings:


Homework Due: Case 2.2

UNIT III SUBSTANCE-RELATED DISORDERS

Required Readings:


Recommended Readings:


Homework Due: Case 4.1

UNIT IV MOOD DISORDERS

A. General Characteristics
B. Clinical Sub-types

Required Readings:


strengths and differential diagnosis, chapter 6.


Recommended Reading:


Homework Due: Case 6.1

Presentations:

Diagnostic Teams: A & B

UNIT V ANXIETY DISORDERS

DSM-IV-TR: Topics–Anxiety Disorders, pp. 429-484.


Homework Due: Case 7.2

Presentations:

Diagnostic Teams: A & B
UNIT VI   PERSONALITY DISORDERS

A. Cluster A
B. Cluster B
C. Cluster C

Required Readings:

DSM-IV-TR: Topics--Personality Disorders, pp. 685-729.


Recommended Reading:


Homework Due:  Case 14.1

Presentations:

Diagnostic Teams: A & B
UNIT VII SCHIZOPHRENIC AND OTHER PSYCHOTIC DISORDERS

A. Clinical Features
B. Perspectives

Required Reading:

DSM-IV-TR: Topics--Schizophrenic and Other Psychotic Disorders, pp. 297-343.


Recommended Reading:


Homework Due: Case 5.1

Presentations:

Diagnostic Teams: A & B

UNIT VIII DISSOCATIVE DISORDERS

Required Reading:


Clinics of North America, 29, 281-304.


Homework Due: Case 9.1

Presentations:

Diagnostic Teams: A & B

UNIT IX EATING DISORDERS

Required Readings:


Recommended Reading:


Homework: 11.1

Presentations:

Diagnostic Teams: A & B
UNIT X SOMATOFORM DISORDERS and FACTITIOUS DISORDERS

Required Readings:


Homework Due: Case 8.1

Presentations:

Diagnostic Teams: A & B

UNIT XI DELIRIUM, DEMENTIA, AND AMNESTIC AND OTHER COGNITIVE DISORDERS

Required Readings:


Homework Due: Case 3.2
UNIT XII  IMPULSE-- CONTROL DISORDERS NOT ELSEWHERE CLASSIFIED

Required Readings:


Homework Due: Case 13.2

Presentations:

Diagnostic Teams: A & B

X.  ACADEMIC INTEGRITY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in
the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/integrity.shtml

XI. DISABILITY ACCOMMODATION

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability at 732.932.2848 for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XII. BIBLIOGRAPHY


**BOOKS- Personal Stories of Mental Illness**


*Updated: January 5, 2009*