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### SW 595.01: Special Topics - Psychopathology and Assessment for Non-Medical Helpers

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## Special Topics 595

### PSYCHOPATHOLOGY AND ASSESSMENT FOR NON MEDICAL HELPERS

Department of Social Work  
University of Montana

Instructor: David Schantz  
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Office Hours: Tuesday: 10:00 - 12: 00, Thursday: 9:00 - 11:00, 1:30 - 3:30 or by appointment.  
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Classroom: SB 113  
Semester: Spring 2003  
Credits: Three

#### CATALOG DESCRIPTION

Prerequisite: MSW Student Status or Permission of Instructor. Includes information on use of the DSM-IV, other assessment methods and theories within the Bio-Psycho-Social paradigm on causality of disorders/conditions.

#### COURSE DESCRIPTION

This course focuses on current problems of children, adolescents, and adults of all ages that can be classified as a mental disorder under the DSM of the system. It includes information on theories within the bio-psycho-social paradigm of causality of disorders/conditions; on methods of assessment, including DSM-IV; and an understanding of how social injustice, oppression and poverty impacts healthy growth and development across the life span.

#### RELATION TO OTHER COURSES

This course builds on all foundation courses especially Sw Practice Courses and practicum. The student will become proficient with the advanced framework of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) method for assessment of disorders in the context of clients' environment. The content maintains the ecological perspective and is an integral part of a mental health approach to the integrated practice focus, and is generalizable across settings, life situations and agency environments..

#### COURSE OBJECTIVES

**Upon completion of this course, a student should be able to:**

1. Use the multisystems perspective to describe specific problem areas of children, adolescents and adults of all ages.
2. Demonstrate the ability to assess strengths and problem areas using the multisystems

perspective.

3. Demonstrate the ability to use accepted diagnostic/assessment tools, such as DSM IV and rapid assessment instruments.
4. Demonstrate an awareness of how client's race, ethnicity, culture, gender, social class, age, sexual orientation, religious/spiritual beliefs, and physical/mental abilities interact with assessment bias.
5. Demonstrate an awareness of the impact of one's individual biases on the ability to objectively assess another's problems, especially in situations when diversity is an issue.
6. Demonstrate an ability to critically evaluate and analyze methods of assessment.
7. Demonstrate an ability to do a psychosocial assessment of children, adolescents, and adults of all ages using the multilevel systems perspective.
8. Demonstrate the ability to use the language and techniques of empowerment in assessment in order to help clients to identify their strengths and act in their own best interest.

## **COURSE OUTLINE**

### ***CLASS 1 1/30***

#### **Theoretical Framework for Understanding Psychopathology and Assessment**

##### **TOPICS:**

- The Bio-psycho-social Paradigm in Assessment and Intervention.
- The use of the knowledge of psychopathology within the integrated practice model - not just for mental health only.
- The Human Brain: The Interface between Environment and Genetics.
- Problem Issues in Assessment:
- Adult centrism, Gender Bias, Ageism, Labeling, Diversity, Oppression and Social Justice

##### **Readings:**

Goidman: Brain and Behavior, Chapter 5; Social & Cultural Aspects of Health, Illness and Treatment, Chapter 7; Glossary of Psychiatric Signs and Symptoms.

**CLASS 2     2/6**

**Development of a Classification System for Mental Disorders**

TOPICS:

- Applying social work values/ethics to assessment.
- History of Classification Systems
- Multiaxial Assessment

Readings:

DSM-IV Use of the Manual, pp. 1 -12 Multiaxial Assessment, pp. 25-34  
Appendix 1 - Culture Bound Syndromes

**CLASS 3     2/13**

**Assessing the Behavior of Individual and Families**

TOPICS:

- The Mental Status Examination for Adults and Children
- Assessing Behavior using Formal Assessment Measures, Rapid Assessment Measures

Readings:

Goidman, Chapter 11,  
Mueller, Kiernan & Langston, The Mental Status Examination, pp. 118-126.  
Soloman. A. (1992). Clinical Diagnosis among Diverse Populations, pp.  
1154-1163.

**CLASS 4:     2/20**

**Disorders that are first diagnosed in children and persist in Adulthood**

TOPICS:

- ADHD
- LD
- Oppositional Defiant Disorders
- Conduct Disorders
- Separation Anxiety Disorders
- Tourette's Disorder
- Pervasive Developmental Disorders
- Mental Retardation

Readings:

DSM-IV Related Portions  
Stiffman & Davis Part 1: Gibbs, General Mental Health Issues of Black  
Adolescents: Implications for Policy and Practice; Liu, Yu, Chang, &  
Fernandez, The Mental Health of Asian American Teenagers; Wilk, Are  
the Rights of People with Mental Illness Still Important?; Barkley, ADHD,  
Chapter 2, pp. 56-78.

**CLASS 5**     2/27  
**Substance Use & Abuse**

TOPICS:

- VIDEO: The Hijacked Brain, Bill Moyers, 1998.

Readings:

DSM-IV - Section on substance abuse. Psychotic Disorders

**CLASS 6, 7:**         3/6 , 3/13  
**Psychotic Disorders**

TOPICS:

- Psychotic Disorders

Readings:

DSM-IV section on Psychotic Disorders

Farmer & Pandurangi, Diversity in Schizophrenia, pp. 109-116

**CLASS 8, 9:**         3/20, 4/3  
**Mood Disorders:**

TOPICS:

- Unipolar and Bipolar Disorders

Readings:

DSM-IV section on Mood Disorders

Dorfman, Lubben, Mayer-Oakes, Atchison, et.al, (1995). Screening for Depression Among a Well Elderly Population, pp. 295-303.

Perkins & Tice (1994). Suicide and Older Adults. The strengths perspective in practice pp. 438-454.

**CLASS 10, 11:**        *4/10, 4/17*

**Anxiety Disorders**

**Personality Disorders**

TOPICS:

- Trauma
- Community Interventions following Large-Scale Trauma
- Personality Disorders

Readings:

DSM-IV section on Anxiety Disorders

DSM-IV Related portions re Personality Disorders

Terr. L (1991). Childhood Traumas: An Outline and Overview. *American Journal of Psychiatry* 148: 1, pp 10-19.

Gladwell, M. (1997). Crime and Science: Damaged. *The New Yorker* Feb 24 and Mar 3), pp. 132-147.

**CLASS 12:**            *4/24*

TOPICS:

- Eating Disorders
- Adjustment Disorders
- Cognitive Disorders

Readings:

DSM-IV Related portions.

**CLASS 13, 14:**        *5/1, 5/8*

TOPICS:

- Somatoform Disorders
- Dissociative Disorders
- Impulse Control Disorders
- Gender Identity Disorders

Readings:

DSM-IV Related portions.

Gottlieb, G. (1995). Geriatric Psychiatry chapter.

## **TEXTBOOKS**

DSM-IV can be found at the Bookstore.

Reading packet (the form of this will be discussed with the class)

## **DETERMINATION OF COURSE GRADE**

1. Do assigned readings and participate positively in class (10%). Class attendance is required and roll will be taken each week. Class will begin promptly at 5:00 and will end on time.
2. Complete each assignment on the date indicated on the syllabus. DSM-IV Worksheet Form is attached to syllabus. Homework assignments are due each week as indicated on the syllabus (30%).
3. Pop quizzes will be given in class. Content from each quiz will come from the previous week's class and current week's class content and readings (20%).
4. Complete two (2). Select two diagnostic categories (to be approved by the professor) and provide a written report and presentation that address features, history, process of assessment, and a case study that illustrate the presentation of the mental illness in a person, their family, and community. (A full detail of this assignment will be provided). An option: as part of the presentations, students may invite a community expert to class as a speaker, consultant. This will expand student networking and provide expanded exposure to real life case situations. (Speakers are to be approved by the faculty member in advance.(40%: 20% each).

<u>Points Earned</u>	<u>Final Grade</u>
1000-900	A
899-800	B
799-700	C
699-600	D
< 600	F

## PSYCOSOCIAL ASSESSMENT

### **I. CURRENT**

- A. Identifying Information (client)
- B. Presenting Problem (description - always in context of family, institutions and community)
- C. Living Situation (description)
- D. Physical Health (description as reported, observed, and/or recorded.)
- E. Support System (description - client and family)
- F. Strengths/Resources of Situation (description and analysis)

### **II. HISTORY**

- A. Medical/Psychiatric (description as reported and/or recorded)
- B. Developmental (client and family - must be theory based)
- C. Social Functioning (client as related to all spheres of the person's life - family, school, community, religion, etc.)
- D. Description and Results of Assessment Measures used (individual and family)

### **III. IMPRESSIONS**

- A. Mental Status Evaluation
- B. DSM-1 V Diagnosis on all Axes
- C. Explanation and Defense of Diagnosis
- D. Analysis of Situation (must include all spheres of the person's life and be theory based)

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## DSM-IV WORKSHEET

Refer to page 8, DSM Manual for a definition of each category below. Please summarize information, be succinct, yet try to cover pertinent information. Use back of sheet when needed.

**Major Diagnostic Criteria:**

**Specific Disorder:**

**Subtypes/Specifiers (if appropriate):**

**Associated Features and Disorders:**

**Specific Culture Age & Gender Features (or other biases):**

**Prevalence:**

**Course:**

**Familial Pattern:**

**Differential diagnosis: (i.e., how to you differentiate this disorder from others with a similar presentation?)**