



**University of Central Florida
School of Social Work**

SOW 6123.0003– Psychosocial Pathology

Instructor: **Shawn A. Lawrence, PhD, LCSW**

Office Phone: **(407) 823-5621**

Office Location: **HPA1-247**

Office Hours: **Mon** 130-230 and 330-600 pm, Fridays 1130-130

Email: **slawrenc@mail.ucf.edu**

Term: **Fall 2009**

Class Day: **Mondays**

Meeting Time: **6:30 pm-9:20 pm**

Class Location: **HPA I 246**

Credit Hours: **3.0**

COURSE DESCRIPTION: This course will examine the incidence and etiology of significant dysfunctional behavior patterns in individuals. Current biological/pharmacological and psychosocial interventions as they pertain to DSM-IV mental disorders will be presented.

COURSE LEARNING OBJECTIVES: By the end of the course, students will be able to:

1. Demonstrate familiarity with psychosocial and cultural theories on the etiology of dysfunctional behavior patterns, with special attention given those labeled psychiatric illnesses.
2. Compare and critically evaluate the current biological, psychological, cultural, and ecological theories that address mental illness.
3. Evaluate the interplay of psychological, social, physical, economic and cultural conditions incorporating a community-based perspective associated with development, maintenance, and elimination of problems in social functioning as experienced by individuals of differing gender, age, culture, sexual orientation, and ability.
4. Demonstrate a familiarity with the Diagnostic and Statistical Manual of Mental Disorders-IV-TR (DSM-IV-TR), the major classification scheme used in the United States, and its relationship to the International Classification of Diseases-10 (ICD-10).
5. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior.
6. Critically evaluate the research for treatment and prevention efficacy of the interventions used to address various mental disorders.
7. Examine personal values as they relate to social work values and ethics in direct practice in mental health and clinical social work services.

LEARNING METHODS

The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group diagnosing. Video and audio illustrations will also be provided to spark student discussion.

REQUIRED TEXTS: There are THREE required Texts for this course.

1. American Psychiatric Association (APA) (2000). *Diagnostic and statistical manual of mental disorders* (4th Ed., Text Revision)(DSM-IV-TR). Washington, DC: Author.
2. Corcoran, J. & Walsh, J. (2009). *Mental health in social work: A casebook on diagnosis and strengths based assessment*. Boston: Pearson
3. American Psychological Association (APA). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

RECOMMENDED TEXT

4. Sadock, J. B., & Sadock, V. A. (2007). *Synopsis of Psychiatry* (10th Ed.). Philadelphia: Lippincott, Williams & Wilkins. ISBN: 978-0-7817-7327-0.

LIBRARY RESOURCES:

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

The slides and assignment guidelines are available to students on Web CT webct.ucf.edu (course is 6123g). The files are in PDF format and can be accessed by using acrobat reader. Acrobat reader can be downloaded from the internet free of charge. If you are having "computer issues" or are otherwise unable to access the slides you will need to make arrangements with a classmate to copy the handouts. The instructor will not be emailing or handing out the slides or assignment guidelines to students.

ASSIGNMENTS AND POINTS

Paper - 40 Points: Students will be expected to write a paper on one of the major mental health disorders presented in the course. The instructor must approve all paper topics. In the paper, the student will be expected to present a case from a character in a movie (list will be provided by instructor) thereby creating a diagnostic impression using all of the five DSM-IV-TR Axes. In addition, the student

will be expected to identify relevant goals and objectives focusing on how to best facilitate a community-based approach to treatment/intervention planning. More information is available on the course home page

Examinations: Two multiple-choice examinations will be given throughout the semester. Further information on exam format will be provided during the semester. **Each exam is worth 40 points (total 80 points).**

Individual Case- 10 Points: Students will be required to review one case and make appropriate diagnoses utilizing the DSM IV TR. Students will also be required to justify the diagnoses. More information on this assignment is located on the course homepage. **Total points: 10**

In Class Diagnoses: There will be 5 in class cases for diagnoses in class. These are group exercises and you will receive 3 points for each case (total of 15 points). You must be present in class to receive credit.

To determine your grade: Divide your total points by the total possible points (145)

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

IMPORTANT DATES:

10/12/2009: Mid Term Exam

11/16/2009: Paper Due

12/07/09: Case Due

12/14/2009: Final Exam

POLICIES:

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus:

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders:

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum:

- Side conversations are discouraged because they distract the class and the instructor
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation:

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor. Leaving early (during break or during a film) or coming in more than 30 minutes late will be considered an absence

Attendance during Finals Week:

It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments:

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded and a late grade will be earned. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria as well as the criteria provided in the grading rubrics.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to turnitin.com by the beginning of class (1030AM). No assignments will be accepted by fax or email. *Late assignments will lose a full letter grade for each week that they are late regardless of the reason.* Late assignments are to be turned in to the "late assignments" tab on turnitin.com. No assignment will be accepted after the last day of class.

Incomplete Grades:

In **exceptional** circumstances (death in the family, serious illness), an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism:

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. "Copying and Pasting" even with a citation is considered plagiarism. You must reword and cite. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action (See the UCF Golden Rule for further information). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com:

Your instructor uses turnitin.com for all assignments. Turnitin.com is an online system which determines if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. This information is also available on the instructions for all assignments which are located on the course website. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED:

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE & SCHEDULE:

Sessions #1 and 2 (8/24/09 & 8/31/09): Course Overview and Introduction to the DSM-IV-TR

1. Overview of course & syllabus
2. Course expectations and grading/evaluation
3. Mental illness: its history & classification
4. History of DSM-IV-TR
5. Overview of Documentation and Treatment Planning
6. Person-In-Environment System (PIE) through a community-based perspective
7. The Five Axes of the DSM-IV-TR
8. Baker Act/Involuntary Hospitalization

Readings:

Corcoran & Walsh: Chapters 1-3

Session # 3 (9/14/09) Mood Disorders

1. Overview of the Mood Disorders
2. Assessment, Diagnosis, Coding
3. Treatment planning and Intervention Considerations
4. Special Populations

Readings:

1. Corcoran & Walsh: Chapters 10 & 11
2. DSM-IV-TR: pp. 345-428

Session #4 (9/21/09) Anxiety Disorders

1. Overview of Anxiety Disorders
2. Assessment, diagnosis, coding
3. Treatment planning and Intervention considerations
4. Special Populations

Readings:

1. Corcoran & Walsh: Chapter 12
2. DSM-IV-TR: pp. 429-484

Session # 5 (9/28/09): Substance Related Disorders

1. Overview and Understanding Substance Abuse Disorders
2. Assessment, Diagnosis, coding
3. Treatment planning and Intervention considerations
4. Special Populations

Readings

1. Corcoran & Walsh: Chapter 8
2. DSM-IV-TR: pp. 191-296

Session # 6 (10/5/09): Schizophrenia and other Psychotic Disorders

1. Overview of Psychotic Disorders
2. Assessment, diagnosis, coding
3. Treatment planning and Intervention considerations
4. Special Populations
5. Review for Mid term

Readings:

- a. Corcoran & Walsh: Chapter 9

2. DSM-IV-TR: pp. 297-344

Session # 7 (10/12/09): Exam #1- In class- Sessions 1-6

Session # 8 (10/19/09): Selected Child and Adolescent Disorders

1. Overview of Childhood Disorders
2. MR, ADHD, PDD, ADHD
3. Assessment, coding, diagnosis
4. Treatment planning and Intervention considerations
5. Special Populations

Readings:

1. Corcoran & Walsh: Chapters 4-6
2. DSM IV-TR
 - a. Mental Retardation: pp: 39-48
 - b. Pervasive Developmental Disorders: pp: 70-84
 - c. ADHD: pp: 85-93

Session # 9 (10/26/09): Selected Child and Adolescent Disorders

1. CD, ODD
2. Mood and Anxiety Disorders in Children
3. Suicide in Children
4. Assessment, coding, diagnosis
5. Treatment planning and Intervention considerations
6. Special Populations

Readings:

1. DSM IV TR
 - a. Conduct Disorder: pp. 93-102
 - b. Oppositional Defiant Disorder: pp. 100-103
 - c. Elimination Disorders: pp: 116-121
 - d. Separation Anxiety, Selective Mutism and Reactive Attachment Disorder: pp: 121-130

Session # 10 (11/2/09): Delirium, Dementia, Amnesic & Other Cognitive Disorders

1. Understanding and Overview
2. Assessment, diagnosis, coding
3. Treatment planning and intervention concerns
4. Special Populations

Readings

1. Corcoran & Walsh: Chapter 7
2. DSM-IV-TR: pp. 135-180 & 181-190

Session #11 (11/9/09): Dissociative Disorders

1. Understanding and Overview
2. Assessment, diagnosis, coding
3. Treatment planning and intervention concerns
4. Special Populations

Readings

1. DSM-IV-TR: pp. 519-533

Session #12 (11/16/09) Sexual Disorders, Gender Identity Disorder, Eating Disorders

1. Understanding and Overview
2. Assessment & diagnosis

3. Treatment planning and Intervention considerations
3. Special Populations

Readings:

1. Corcoran & Walsh: Chapter 13
DSM IV-TR: pp. 535-595

Session #13 (11/23/09): Impulse Control, & the Adjustment Disorders

1. Understanding and Overview
2. Assessment & diagnosis
3. Treatment planning and Intervention considerations
4. Special Populations

Readings:

1. DSM IV-TR:
 - a. Impulse Control Disorders: pp. 663-679
 - b. Adjustment Disorders: pp. 679-684

Session #14 (11/30/09): Somatoform Disorders

1. Understanding and Overview
2. Assessment & Diagnosis
3. Treatment planning and intervention
4. Special Populations

Readings:

1. DSM IV-TR:
 - a. Somatoform Disorders: 485-511
 - b. Factitious Disorders: 513-517
 - c. Factitious Disorder by Proxy: 781-783

Session #15 (12/07/09) Personality Disorders

1. Understanding and Overview
2. Assessment & diagnosis
3. Treatment planning and Intervention considerations
4. Special Populations

Readings:

1. Corcoran & Walsh: Chapter 14
2. DSM-IV-TR: pp. 685-729

Final Exam Given During Final Exam Week (12/08/2008)

Have a Happy Holiday Season and a Happy New Year!!!!!!!!!!!!

BIBLIOGRAPHY

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