



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

SOW 6123. 0W61 Psychosocial Pathology (online)

Professor: Shawn A. Lawrence, PhD, LCSW
Office: HPA-1 247
Office Hours: online
Office Phone: (407) 823-5621
E-mail: slawrenc@mail.ucf.edu

Semester: Summer 2009
Class Location: Online (sow6123)

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.

Prerequisites

Graduate standing, post-baccalaureate status

Required Texts

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. ISBN-13: 978-0-205-48299-3

Suggested Text

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

*Additional supplemental or recommended readings will be placed on reserve for student access.

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 familiar with Social Work—Mr. Hal Mendolsohn

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 6123e). 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 - 30 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

Quizzes: There are four quizzes throughout the semester. They all have specific due dates. Please see course schedule or calendar for due dates. No make up quizzes or retakes will be granted

Case book Cases- 10 Points each: Students will work in groups on these five cases (each worth 10 points). Please see course website for more detail

Diagnostic Case: each student will work individually a diagnostic case. Please see course website for more details.

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

Expectations and Assignment Protocols

Classroom Expectations

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

- Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See <http://www.goldenrule.sdes.ucf.edu/> for further details.
- Don't turn in late assignments. Late submissions will result in a lower grade (will not be accepted).
- Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Please keep up with the reading. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
- Don't miss a quiz. Missed quizzes may not be *retaken*.
- Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

General Information:

APA citation guide – All writing assignments must be in APA documentation style. You will need to purchase an APA manual (technically, you should already have one). For more information on APA documentation, see learn.ucf.edu/resources/citationguides and <http://www.apastyle.org/> or the Purdue Online Writing Lab, www.purdue.edu

Naming of files for instructor to grade - When submitting papers to be graded for this class, be sure to follow the instructions included in the assignment guidelines for naming your file. I receive many electronic files for this class, and it is important that the name of each student's file is meaningful and identifiable by me. All papers must be turned in through turnitin.com. Instructions for using turnitin.com are included in all assignments.

For Discussions-compose in Word and then copy and paste your work into WebCT - You may lose your work if you are composing an assignment in WebCT and there is a system or computer malfunction. Instead, compose your discussion postings and course mail in a program such as Word, and then copy and paste your work into WebCT. Late discussions will not be accepted

Written Assignments-All written assignments (cases and analyses papers) are to be handed in through turnitin.com. NOT through web ct. All assignment should be completed in microsoft WORD. If you do not have word please use a computer that does have it for these assignments. The assignments must be handed in by 11:59 PM on the due date. Turnitin.com does not accept late assignments; there is a section on turnitin.com. All late papers will receive a 1 point deduction per week that they are late. No papers more than two weeks late will be accepted. No papers will be accepted after the last day of class. NO EXCEPTIONS. Please hand in only your final draft- you will only be permitted to hand in one.

Additional Readings-This course includes required readings that are available through the UCF Databases on Library website. From the UCF Library homepage under "articles and databases" you will need to do a search to find the link to the articles required. Most of them can be found using the "psychinfo" or "medline" databases. I highly recommend that you complete these readings- as they will be included in discussions and quizzes.

To access the Library's resources from off-campus, use the EZProxy login, which is found on many of the Library's webpages including the "Ask a Librarian" page. Enter your activated Library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the Library's homepage to begin your search. For questions about using EZProxy access, stop at the Library Reference Desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

Electronic Communication (Course Mail and Discussion Topics)

I expect that all members of this learning community (myself included!) will treat one another with respect, courtesy, and consideration. These protocols provide us with the necessary guidance required to function effectively in a distributed learning environment. An important process objective of this course is the maintenance of an environment that promotes honesty, freedom of expression, and a vigorous exchange of ideas, while also maintaining a learning community that is free from insult and abuse of people, policies, and protocols.

A majority of communication is non-verbal - gestures, voice-inflections, tone-of-voice, and facial

expressions provide us with important cues in communication. These cues are absent in computer-based communication. As such, courtesy, consideration, and clarity are fundamental components of the stated protocols for this course.

Use the following conventions for all forms of electronic communication:

- If you want to send a personal message to the instructor or to another student, use course mail rather than the discussions.
- Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. So if you send me an email at midnight regarding an assignment the day before the assignment is due, chances are you will not receive a response in time.
- Include "Subject" headings - use something that is descriptive and refers to a particular assignment or topic.
- Be courteous and considerate in your course mail exchanges and discussion postings - both with the professor and with your colleagues in the class. Being honest and expressing yourself freely is very important, but being considerate of others online is just as important as in the classroom.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. See the Netiquette section below.
- Do not use all caps. This makes the message very hard to read and is considered "shouting."
- Break up large blocks of text into paragraphs and use a space between paragraphs.
- Check spelling, grammar, and punctuation. A helpful hint - Compose your message in your word-processing application in order to check spelling, punctuation, and grammar, then copy and paste your composition into email or the discussion. Not only will you have a back-up should the system or computer malfunction, but this also saves online time.

Course Mail

- In addition to the protocols listed above for Electronic Communication, use the following conventions when composing a course mail message:
- Send me course-related messages only through the course mail feature in WebCT. I receive a great deal of e-mail from many sources, and to keep organized and ensure your messages are responded to promptly I want to utilize only course mail for this course.
- Check your course mail at least three times per week (more often is better).
- Sign your course mail messages. I will not respond to "anonymous" messages.
- Never assume that your course mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news.

Discussion Topics

- In addition to the protocols listed above for Electronic Communication, use the following conventions when composing a discussion posting:
- During a discussion assignment, deadlines for posting and replying to others' postings will be specified with each assignment. It is a good practice to always check the discussions multiple times during the week.
- Use the appropriate Discussion Topic - don't post everything on the "Main" Discussion

Topic. If you do not follow assignment instructions about posting to a particular topic, you will not receive credit for your posting.

- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not use postings such as "I agree," "I don't know either," "Who cares," "whatever", or "ditto." They do not add to the discussion, take up space on the discussions, and will not be counted for assignment credit.
- If you disagree with a colleague's posting, remain respectful and professional in your response. Explore disagreements and support assertions with data and evidence.
- If you have technical questions and/or problems, please post a message to the Technical Help discussion topic. I encourage members of the class who are technically proficient to also monitor the forum and assist classmates.
- The Coffee House discussion topic is a forum for students to contact each other about non-course related issues. Although I will not be monitoring this area, the protocols for electronic communication (being courteous and considerate, etc.) still apply.

Netiquette

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular, and I encourage their use when it will add to the clarity of your communication.

- :-) happy, pleased :- (sad, displeased :-O surprised >:-| angry

Abbreviate when possible. Examples:

- LOL = laugh out loud, "I find this funny"
- ROFL = rolling on floor laughing, really funny
- BTW = by the way
- *grin* = smiling
- IMHO = in my humble opinion
- FYI: for your info
- Flame = antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by viewing The Pegasus Disc CD-ROM or by visiting Learning Online.

Viruses

A virus can spell disaster. Your **use of a reputable anti-virus program is a requirement for participation in this course** (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink (this one really won't work-everything is handed in online!)." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources - <http://www.ucf.edu>

Pegasus - <http://helpdesk.ucf.edu/> - You can also call the helpdesk at 407-823-5117.

Learning Online - <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.

Buying a new computer or upgrading your current equipment - <http://www.cstore.ucf.edu/>

Hardware/Software Requirements - <http://learn.ucf.edu/1courses/1technical.html>

Virus information - <http://learn.ucf.edu/1courses/1virus.html>

Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor the forum and assist your classmates.

If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Academic Integrity

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. All research assignments are to be turned in through turnitin.com 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 and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services

UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. 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 instructor to request accommodations. Students who need accommodations **must** be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor.

The Course schedule is located on the syllabus on the course website and on the calendar.

Supplemental Bibliography

Beaubrun, G., & Gray, G. E. (2000). A review of herbal medicines for psychiatric disorders.

Psychiatric Services, 51, 1130-1134.

Dziegielewski, S.F. (2002). Herbal preparations and social work practice. In A. Roberts and G.

Green (Eds.) *Social Workers' Desk Reference*. New York: Oxford University Press.

Managed Care Weekly Digest. (2003, April 21). California takes step to make HMOs cover

prescription medications. *Managed Care Weekly Digest, 45-46*.

Mills, S. Y. (2001, January 20). Regulation in complementary and alternative medicine

[Electronic version]. *BMJ: British Medical Journal, 322*(7279), 1-5.

Newberry, H. Beerman, K., Duncan, S., McGuire, M., & Hillers, V. (2001). Use of nonvitamin,

nonmineral dietary supplements among college students. *The Journal of American*

College Health, 50(3), 123-128.

Pies, R. (2000). Adverse neuropsychiatric reactions to herbal and over-the-counter

"antidepressants." *Journal of Clinical Psychiatry, 61*(11), 815-819.

Rhodes-Kropf, J. (2001, August). Achieving balance between herbal remedies and medical

therapy on base rate [4 pages]. *Geriatrics* (on-line serial).

Available:http://www.findarticles.com/cf_dls/m2578/8_56/78056239/print.jhtml