LOCATOR INFORMATION:

Semester:

Course Number and Name: SWRK 630 Assessment of Mental Disorders

Semester Hours of Credit: 3 s.h.

Day/Time Class Meets:

Room/Bldg. Where Class Meets:

Instructor’s Name:

Office Phone#:

Secretary’s Phone : Fax:

Email Address:

Office Location:

Office Hours:

_____________________________________________________________________________________

COURSE DESCRIPTION:

This course is designed to expose advanced students to major psychodynamic theories and categories of psychopathology as described in the DSM-IV-TR. Emphasis is on the utilization of DSM IV-TR for social work practice in clinical settings. Students will further enhance their understanding and skills in using a bio-psychosocial framework that builds on multiculturalism, strengths, empowerment, ecological and system perspectives. Other related theories and concepts of mental health and illness are examined. Students will study the etiology, symptomology, and treatment of mental disorders. The development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics are explored. In addition, students will develop knowledge and skills on how to meet the mental health needs of oppressed and at risk populations, who are underserved due to political, economic and social injustice. The course emphasizes the need for students to continuously assess, develop and evaluate
self, as well as use evidence based intervention strategies in accordance with NASW Code of Ethics which states that, “Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.” (5.02(c).

REQUIRED TEXTS:


OPTIONAL TEXT:


COURSE COMPETENCIES:

Upon completion of this course, students should:

1. Learn the historical and social context of clinical social work and mental health problems.

2. Explore structural tensions, i.e. Mental Health Reform in North Carolina, confronting social workers working in clinical settings, clients receiving services, and communities and organizations providing services.

3. Understand the classification system of the DSM IV and describe various components of disorders such as primary characteristics, essential features and differential diagnosis.

4. Demonstrate ability to conduct bio-psychosocial assessments focusing on a broad range problems and client systems of all sizes.

5. Be able to critically evaluate theoretical models of clinical social work practice that marginalize and oppress persons in regards to age, class, color culture, disability, ethnicity, family structure, gender, marital status, national origin, race, spirituality, gender, and sexual orientation.

6. Demonstrate an understanding of how to use an integration of clinical practice theories to develop and implement appropriate interventions for client systems of all sizes.

7. Develop a frame of reference that leads to evaluation of self, using evidence based research and interventions.

8. Understand the major concepts of psychopathology and psychotropic medications.
9. Be able to evaluate the impact of mental disorders on the individuals, families and the community and develop knowledge and skills in working with these client systems.

10. Demonstrate an understanding of group dynamics by designing; structuring and utilizing appropriate skills in leading and evaluating the effectiveness of group interventions.

11. Possess a critical understanding of mental health diagnosis and psychodynamic theory for contemporary social work practice.

12. Demonstrate skills in writing social histories, making diagnostic assessments in relation to treatment planning and intervention with at risk clients and clients from diverse backgrounds.

13. Demonstrate an understanding on how to enhance service provisions and client well being through the usage of micro, mezzo and macro modalities.

14. Demonstrate the ability to engage in clinical social work practice in a manner that is consistent with social work ethics and values.

Course Schedule (DZ=Dziegielewski; EK=Eriksen)

<table>
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<th>Week</th>
<th>Date</th>
<th>Assignment due</th>
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<tr>
<td>1</td>
<td>EK Intro &amp; Ch 1</td>
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<tr>
<td>2</td>
<td>EK Ch 3 &amp; 4</td>
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<td>3</td>
<td>Mock Assessments</td>
<td>Mock Assessment practice</td>
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<td>4</td>
<td>EK Ch 2 &amp; 5</td>
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<td>5</td>
<td>DZ Ch 1 &amp; 2</td>
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<td>6</td>
<td>Outside of class Assess Sub-population activity for paper</td>
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<td>7</td>
<td>Mock Assessments</td>
<td>Paper 1 Due Assessment Practice</td>
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<td>8</td>
<td>DZ Ch 4</td>
<td>Midterm Review</td>
<td>Midterm (online)</td>
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<td>9</td>
<td>Midterm</td>
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<td>DZ Ch 5 &amp; 6</td>
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<td>DZ Ch 9 &amp; 10</td>
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<td>13</td>
<td>Outside of class Key Essentials activity for paper</td>
<td>Paper 2 Due</td>
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<td>14</td>
<td>DZ Ch 11 &amp; 12</td>
<td>Final</td>
<td>FINAL EXAM</td>
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Assignments
Mid Term Exam (25% of grade)
Final Exam (25% of grade)

Paper 1 (25% of grade)
Diagnostic Assessment with Selected Sub-Populations Paper: Total Number of Pages: 10
Chapter Two of the textbook entitled: “DSM-IV-TR In Action” contains a section focused on issues specific to the task of diagnosis with four broad sub-populations: Diagnostic Assessment Factors.
Related to Age, Diagnostic Assessment Factors with Children, Diagnostic Assessment with Older Adults and Diagnostic Assessment Factors Related to Gender. Your task: Craft a ten-page “reaction and response” paper focused on one area particularly unique to your interests. Include in your paper a section devoted to your efforts to incorporate principles associated with information literacy. Subject headings that can serve as a filter to find evidence-based practice articles are Best Evidence, Critical Appraisal, Effective Programs, Evidence Based Mental Health, Science Based and Systematic Review. Identify at least two data base search tools that you employed in your quest to obtain supplemental reference materials, (articles, monographs, etc.)

**Paper 2 (25% of grade)**

**Key Essentials of the Diagnostic Assessment Process Paper: Total Number of Pages: 10**

Select an area considered to be essential to the process of formulating an accurate diagnostic assessment that will support the need for the development of a comprehensive treatment plan. Areas may include: advantages and disadvantages of employing the DSM-IV-TR, the importance of incorporating cultural competency as a vital and always necessary component of the diagnostic assessment process, specific components of multi-axial protocols and procedures, etc. Once you have identified your particular area, (and upon my approval) craft a ten-page paper that cogently articulates key dimensions uniquely associated with that area. You must also schedule an individual, in-office consultation session with me prior to the completion of your project. The purpose of this meeting would be for you to: 1). Show me a draft copy of your paper, and 2). Share with me what steps you have taken to complete your project, including, but not limited to, database search engines that you have utilized to obtain primary and supplemental information.

**ASSIGNMENT EVALUATION:**

Grading rubrics will be distributed on the first night of class for each of the assignments.

**GRADING SCALE:**

A 90-100 Exceptional  
B 89-80 Above Average  
C 79-70 Average  
Below 70 Academic Failure

**GRADING CRITERIA:**

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

**INDICATORS OF EXEMPLARY PERFORMANCE:**

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging
certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

_A grade of A_ represents work which is of outstanding quality, well-researched, or unusually insightful; _B_ work is that which is thoughtful and above the group average; _C_ work meets but does not exceed expectations; _Below 70_ work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

**REVISION OF GRADES – STUDENT RESPONSIBILITIES**

**WN GRADE DISCONTINUED:**

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of _F_ to warn students of poor academic performance or they may assign “_X_” or “_EA_” grades. (See below for explanations)

After midterm, faculty will assign all students an interim grade of _A_ – _F_ to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an _X_ grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an _X_ grade, you will receive a final grade of _FN_. (See “_FN_” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “_EA_” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

**NEW FINAL GRADE:**
- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An _FN_ grades is equivalent to an _F_ grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

**WARNING ABOUT CLASS WITHDRAWALS:**
- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL, WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**
**AVAILABLE HELP**
Any student with a documented disability condition who needs to arrange accommodations must contact the Center for Personal Development; 114 Collins Administration Building. The phone number (910) 672-1204. The center also provides counseling services and referrals. The Writing Center helps students with report writing, and grammar and sentence structure. Other services are listed and described on the FSU Office of Student Affairs website.

**ATTENDANCE AND PARTICIPATION POLICY**
Class time is limited and much will be done every class period. Lectures, class discussions, presentations and group project decisions are all important. Class attendance and participation mean students will come to class having read the assigned materials and being prepared to discuss them. Regular and punctual class attendance is essential to the enhancement of student performance. Participation is required. It is recommended that students use class time to demonstrate their level of comprehension of the course material. That is, class absences, disruptive participation, or a failure to actively participate in class will negatively impact a student’s opportunity for learning, practicing and demonstrating comprehension of course material, and thus will affect his or her attendance grade, assignment grade(s) and/or final grade.
It is important for social workers to be aware of group dynamics, including those of peer groups in which they participate. It is also important to contribute to the group process. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.
Absences beyond three may result in a reduction in students’ attendance and classroom participation grade. A class attendance and participation grade of zero may be given for three or more absences. If students are absent for any reason, it is their responsibility to find out from other students what they have missed.

**COURSE EXPECTATIONS**
Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address.
Cellular phones, and beepers should be set on vibrate or not be turned on during class time. According to University policy visitors and children are not allowed in class.

**INFORMATION LITERACY: ACRL/EBSS INFORMATION COMPETENCIES FOR SOCIAL WORK STUDENTS**
The Information Literacy Competency Standards for Higher Education (ACRL) provides a framework for assessing the information literate individual. For instance, “Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively [and ethically] the needed information.”1 Significantly enough, skills uniquely associated with information literacy are remarkably similar in organizational structure to Abraham Maslow’s Hierarchy of Needs. For example, higher level skills, (e.g., critical thinking, etc.) require a foundation upon which to build.
Because of the escalating complexity of this environment, individuals are faced with diverse, and abundant information choices – in their academic studies, in the workplace, and in their personal lives. Indeed, information literacy constitutes a genuine and valuable basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Consequently, an information literate individual is able to:
- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
Incorporate selected information into one’s knowledge base
Use information effectively to accomplish a specific purpose.
Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.”

Source: Information Literacy and Competency Standards for Higher Education
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

Duplicating Assignments
Work must be original to the assignment of this course and must not be replicated from or to another course assignment. Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments. For example, a student cannot use a term paper or revise a term paper that he or she wrote for Social Work with Families for a term paper assigned for this class. A grade of “0” will be assigned the duplicated or revised term paper.

There are instances when a similar or identical topic, theme, issues, population, problem, or method is examined in the course assignments for two or more courses. If similar topics, etc. are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent. If you have questions about assignments, you need to consult with the instructor.

Accessing The WEB Enhanced Course On Blackboard
Students, who are enrolled in this course, have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts, related websites, and chat rooms.

Teaching Strategies
Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.

Academic Integrity
The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Grade Distribution
Key Essentials of the Diagnostic Assessment Process Paper (25%)
Clinical Disorders Paper (25%)
Essentials of Treatment Planning Paper (25%)
Diagnostic Assessment with Selected Sub-Populations Paper: (25%)