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 DSMIV mental disorders will be presented.

Course 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.

Required Texts: There are TWO required Texts for this course.

Reserve Readings: These readings are on reserve in the UCF library. Other readings of interest that pertain to the subject matter of this course are listed in the bibliography at the end of this syllabus. Students are encouraged strongly to consider these as additional readings to explicate the topic areas being covered.

NOTE: Additional supplemental readings may be assigned during the course.

Course Requirements and Grading System: The following course requirements will be completed during the semester, with points given for each course requirement. Grading will be based on total points accrued by the end of the course.

Paper and/or Case Analysis Paper - 20 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 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. As the time draws closer further instructions will follow.

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.

Final grades: A total of 100 points may be earned for the above activities. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100 (4.0)</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 (3.75)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 (3.25)</td>
</tr>
<tr>
<td>B</td>
<td>84-86 (3.00)</td>
</tr>
<tr>
<td>B-</td>
<td>80-83 (2.75)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 (2.25)</td>
</tr>
<tr>
<td>C</td>
<td>74-76 (2.00)</td>
</tr>
<tr>
<td>C-</td>
<td>70-73 (1.75)</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 (1.25)</td>
</tr>
<tr>
<td>D</td>
<td>64-66 (1.00)</td>
</tr>
<tr>
<td>D-</td>
<td>60-63 (0.75)</td>
</tr>
<tr>
<td>F</td>
<td>59 or less (0.00)</td>
</tr>
</tbody>
</table>

Graduate students must earn a minimum grade of C in the course for credit; also, graduate students must maintain an overall B average.

Class Policies:
• Class attendance is expected. There will be no make-up examinations unless the student has an extraordinary reason, and if requested must be able to show clear documentation and/or medical evidence of such situation.
• Students who fail to attend class on a regular basis (missing more than three class sessions) may receive one course grade lower than their final grade when points are totaled.
• As social work practitioners, we assume responsibility for ourselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
• Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
• It is the student’s responsibility to read the assigned readings whether each chapter is discussed in detail or not. The student will be held responsible for all material assigned and the instructor may choose to include material from assigned readings in the examinations.
• Side conversations between students will not be tolerated since they are disrespectful and distracting to both students and to the instructor.
• Students who must make arrangements to take their examinations through the student disabilities office MUST inform the instructor at least 5 days before the exam is to be given.

Class Schedule and Readings

Sessions #1 and 2 (August 23 & 30)
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

Required Readings:
1. Dziegielewski, Chap 1: Getting Started, pp.1-28
2. Dziegielewski, Chap 2: Basics and Application, pp. 29-55
3. Dziegielewski, Chap 3: Documentation and the Multiaxial Diagnostic Assessment, pp. 56-104

No Class September 6th, Labor Day Holiday

Sessions # 3 and 4 (September 13 & 20)
Selected Child and Adolescent Disorders
1. Mental Status, Planning Interventions and Treatment Planning
2. Selected Childhood/Adolescent Disorders

Required Readings:
1. DSM-IV-TR: pp. 39-134
2. Dziegielewski, Applications: Beyond the Diagnostic Assessment: Chap 4, pp. 105-139
3. Dziegielewski, Chap 5, Reactive Attachment Disorder, pp. 143-168
4. Dziegielewski, Chap 6, Conduct Disorder, pp. 169-191

Reserve:

Session # 5 (September 27)
Delirium, Dementia, Amnestic & Other Cognitive Disorders
1. Understanding Cognitive Disorders
2. Treatment & Diversity

Readings
1. DSM-IV-TR: pp. 135-180 & 181-190
2. Dziegielewski: Treatment Plans, pp. 377

Session # 6 (October 4)
Substance Related Disorders
1. Understanding Substance Abuse Disorders
2. Treatment & Diversity
Readings
1. DSM-IV-TR: pp. 191-296
2. Dziegielewski: Chap 7: Substance Disorders: Alcoholism, pp. 192-220

Session # 7 (October 11)
Schizophrenia and the Psychotic Disorders
1. Assessment & diagnosis
2. Treatment planning and Intervention considerations
Readings:
1. DSM-IV-TR: pp. 297-344
2. Dziegielewski: Chap 9: Schizophrenia and the Psychotic Disorders, pp. 247-277
Reserve:

Session # 8– Exam#1 (October 18)
Exam #1- In class

Session # 9 (October 25)
Mood Disorders
1. Overview of the Mood Disorders
2. Assessment & Diagnosis
3. Treatment planning and Intervention Considerations
Readings:
1. DSM-IV-TR: pp. 345-428
2. Dziegielewski, Chap 11: Mood Disorders: Bipolar Disorders, pp. 297-223
Reserve:

Session # 10 (November 1)
Anxiety Disorders & Somatoform Disorders
1. Assessment & diagnosis
2. Treatment planning and Intervention considerations
Review of exam
Readings:

1. DSM-IV-TR: pp. 429-484
2. Dziegielewski, Chap. 10, Anxiety Disorders: Obsessive Compulsive Disorder, pp. 278-296

**Reserve:**

**Session #11 (November 8)**

**Dissociative Disorders & PTSD and Acute Stress Disorder**
1. Assessment & diagnosis
2. Treatment planning and Intervention considerations

**Readings:**
1. DSM-IV-TR: pp. 519-492
2. DSM-IV-TR: pp. 463-472

**Session #12 (November 15) Paper Due**

**Sexual, Gender Identity, Eating, Sleeping, Impulse Control, & the Adjustment Disorders**
1. Assessment & diagnosis
2. Treatment planning and Intervention considerations

**Readings:**
1. DSM: 494-538 & DSM: 539-608

**Reserve:**

**Session #13 and 14**

**Personality Disorders**
1. Assessment & diagnosis
2. Treatment planning and Intervention considerations

**Readings:**
1. DSM-IV-TR: pp. 685-730
2. Dziegielewski, Chap. 12, pp.325-341

**Exam #2 Given During Final Exam Week**

**Bibliography and Suggested Additional Readings List**


- American Psychiatric Association (1952). *Diagnostic-and statistical manual of mental disorders*. Washington,


Updated: S. Dziegielewski Fall, 2003