

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. ***The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.***

☒ Graded    ☐ CR/NC

Phone: 304-696-3146

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## Request for Graduate Course Addition – Page 2

College: COHP      Department/Division: Social Work Alpha      Designator/ 615

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1.FACULTY: Identify by name the faculty in your department/division who may teach this course.  
Future faculty and such as the Dean and Program Director shall designate

2.DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "***Not Applicable***" if not applicable.  
Not Applicable

3.REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "***Not Applicable***" if not applicable.  
Not Applicable

4.AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "***Not Applicable***" if not applicable.  
Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "***Not Applicable***" if not applicable.

No additional resources needed at this time

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Objective #	Objectives
1	Provide an understanding of appropriate professional conduct and responsibilities regarding the assessment and diagnosis of mental disorders and the application of ethical guidelines regarding confidentiality, self-determination, and high-risk manifestations of psychopathology.
2	Promote knowledge about the logic and method of diagnostic classification and the criteria necessary for the diagnosis of various mental disorders using the multi-axial assessment, the process for ruling out alternative explanations for observed symptoms, and differentiating between disorders with shared symptoms. Discussions will help students recognize the uses, limitations, and misuse of assigning psychiatric diagnoses.
3	Demonstrate the importance and value of ethnocultural factors in differential diagnostics, providing opportunities for students to consider and increase awareness about the subjective experience of mental illness and clinical conditions. Diversity issues include, but are not limited to, race, ethnicity, cultural values and beliefs, gender, sexual orientation, age, socioeconomic status, and religion/spirituality.
4	Teach the theoretical foundation needed for constructing a comprehensive and concise biopsychosocial assessment, including a mental status exam. The course will offer a variety of experiential activities allowing students to observe and practice the skills necessary to apply assessment and diagnostic knowledge to specific case examples.

7. COURSE OUTLINE (May be submitted as a separate document)

Unit	Topics	Assignments
1	Overview of the Assessment and Diagnosis for Adult Mental Health Disorders	
2	The Mental Status Exam	
3	Introduction to Using the DSM-IV-TR Manual DSM-IV TR Manual	
4	Schizophrenia and Other Psychotic Disorders	Assignment 1
5	Mood Disorders	
6	Delirium, Dementia, Amnesic and other Cognitive Disorders	Assignment 2
7	Substance-Related Disorders	
8	Adjustment Disorders, Other Conditions that May be A Focus of Clinical Attention and Factitious Disorders	
9	Anxiety Disorders (Panic, Agoraphobia, Phobias, and General Anxiety Disorders)	
10	Anxiety Disorders (Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Acute Stress) and Dissociative Disorders	Assignment 3
11	Personality Disorders (Cluster A and B)	
12	Personality Disorders (Cluster C)	
13	Eating, Sleep, and Somatoform Disorders	
14	Cross Cultural Diagnostic Issues and Culture Bound Syndromes	
15	Using Standardized Measures for Assessment of DSM Diagnoses Assignment	Assignment 4

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (Revised 4th ed.). Washington, DC: Author.

Black, D., & Andreasen, N. (2011). Introductory textbook of psychiatry (5th ed.). Washington, DC: American Psychiatric Press.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Class format is both didactic and interactive. Case vignettes, videotapes, and semi-structured class exercises will accompany lectures and assigned reading. The combination of these approaches will highlight process and assessment, differential diagnostic skills, and clinical sophistication in working with a broad range of individuals in social work settings. Professionals from the practice community may be invited to present on their area of expertise

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Assignment	Due Date	% of Final Grade
1) Mental Status Exam	Week 4	20%
2) Diagnostic Impression with Differentials	Week 6	20%
3) Diagnostic Impression with Differentials	Week 10	25%
4) Final	Week 15	25%

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not Applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document\

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

- Andrews, G., Hobbs, M., Borkovec, Y., Beesdo, K., Craske, M., Heimberg, R., Rapee, R., Ruscio, A. & Stanley, M. (2010). Review: Generalized worry disorder: A review of DSM-IV generalized anxiety disorder and options for DSM-V. *Depression and Anxiety*, 27, 134-137.
- Brenes, G., Knudson, M., Williamson, J., Miller, M., & Stanley, M. (2008). Age and racial differences in the presentation and treatment of generalized anxiety disorder in primary care. *Journal of Anxiety Disorders*, 22(7), 1128-1136.
- Hara, N., Nishimura, Y., Yokomaya, C., Inoue, K., Nishida, A., Tanii, H., Okada, M., Kaiya, H. & Okazaki, Y. (2012). The development of agoraphobia is associated with the symptoms and location of a patient's first panic attack. *BioPsychoSocial Medicine*, 6(12)
- Wong, N., Sarver, D. & Beidel, D. (2012). Quality of life impairments among adults with social phobia: The impact of a subtype. *Journal of Anxiety Disorders*, 26, 50-57.

Department:

Course Number and Title: Catalog Description:

Prerequisites:

First Term Offered: Credit Hours:

Department Social Work

Course Number and Title: SWK 615 Psychopathology

Catalog Description: The purpose of this course is to provide students with a solid foundation for understanding psychopathology and provides the knowledge for psychological diagnosis in clinical social work practice

Prerequisites: SWK 501 & 511

First Term Offered: Fall 2016 Credit Hours 3