

PERTINENT PROVISIONS

§ 19-101. Definitions.

(a) *In general.* — In this title the following words have the meanings indicated.

(b) *Board.* — "Board" means the State Board of Social Work Examiners.

(c) *License.* — (1) "License" means, unless the context requires otherwise, a license issued by the Board to practice social work.

(2) "License" includes:

- (i) 1. A certified social worker license; or
2. A certified social worker-clinical license;
- (ii) Graduate social worker license; and
- (iii) A social work associate license.

(d) *Licensed social worker.* — "Licensed social worker" means, unless the context requires otherwise, a social worker who is licensed by the Board to practice social work.

(e) *Practice social work.* — "Practice social work" means to engage professionally and for compensation in the following activities while representing oneself to be a social worker:

(1) Helping individuals, groups, or communities to enhance or restore their capacity for social functioning;

(2) Seeking to create societal conditions favorable to this goal; and

(3) By the application of social work values, principles, and techniques:

(i) Helping people obtain tangible services;

(ii) Helping persons, communities, and groups provide or improve social and health services; and

(iii) Counseling with individuals, families, and groups.

(f) *Practice clinical social work.* — (1) "Practice clinical social work" means to engage professionally and for compensation in the application of social work principles and methods for the alleviation of social, mental, and emotional conditions through treatment designed to provide psychotherapy for a mental disorder.

(2) "Practice clinical social work" includes rendering a diagnosis based on a recognized manual of mental and emotional disorders.

(g) *Social worker.* — "Social worker" means an individual who practices social work. (An. Code 1957, art. 43, § 860; 1981, ch. 8, § 2; 1990, ch. 6, § 11; 1992, ch. 388.)

§ 19-302. Qualifications of applicants.

(d) *Certified social worker license; certified social worker-clinical license.* —

(1) An applicant for a certified social worker license shall have:

(i) A master's degree from an accredited college or university and based on a graduate social work program accredited by the Council on Social Work Education; and

(ii) 2 years of social work experience as a social worker where face-to-face supervision is part of the employment contract and the supervisor is a licensed certified social worker and is provided by and accountable to the employer after receiving the master's degree.

(2) An applicant for a certified social worker-clinical license shall have:

(i) A master's degree in social work and documentation of clinical course work from an accredited college or university and based on a graduate social work program accredited by the Council on Social Work Education; and

(ii) 2 years of supervised clinical social work experience of at least 3,000 hours after receiving the master's degree with a minimum of 144 hours of

periodic direct face-to-face supervision provided in not less than 2 consecutive years and not more than 6 consecutive years and where the supervision is part of the employment contract and the supervisor is a licensed certified social worker-clinical and is provided by and accountable to the employer.

Md. Health Occ. Code Ann. § 19-304

§ 19-304. Examinations.

(a) *Right to examination.* — An applicant who otherwise qualifies for a license is entitled to be examined for that license as provided in this section.

(b) *Time and place of examination.* — The Board shall give examinations to applicants for each category of license at least twice a year, at the times and places that the Board determines.

(c) *Notice of examination.* — The Board shall notify each qualified applicant of the time and place of examination.

(d) *Subjects and method of examination.* — (1) The Board shall determine the subjects, scope, form, and passing score for each examination given under this subtitle.

(2) The examinations given under this subtitle shall be free of cultural bias.

(e) *Reexamination.* — (1) The Board may not limit the number of times an applicant may take an examination required under this subtitle.

(2) The applicant shall pay to the Board a reexamination fee set by the Board for each reexamination.

(f) *Eligibility of doctoral program enrollees.* — Notwithstanding the provisions of § 19-302 of this subtitle, an applicant for a certified social worker license or a certified social worker-clinical license who was enrolled in a doctoral program on October 1, 1992 and has remained continuously enrolled in a doctoral program and who otherwise qualifies for the applicable license is entitled to be examined for that license as provided in this section. (An. Code 1957, art. 43, §§ 862, 868; 1981, ch. 8, § 2; 1990, ch. 6, § 11; 1992, ch. 433; 1993, ch. 333.)

§ 19-307. Scope of licenses.

(a) *In general.* — Subject to the provisions of subsections (b) and (c) of this section, a license authorizes the licensee to practice social work while the license is effective.

(b) *Restrictions.* — A licensed social work associate may not make a clinical diagnosis of mental and emotional disorders or engage in the practice of psychotherapy.

§ 19-311. Denials, reprimands, suspensions, and revocations — Grounds.

Subject to the hearing provisions of § 19-312 of this subtitle, the Board may deny a license to any applicant, reprimand any licensee, place any licensee on probation, or suspend or revoke a license if the applicant or licensee:

(6) Engages in a course of conduct that is inconsistent with generally accepted professional standards in the practice of social work;

§ 15-707. Licensed certified social workers.

(a) *Scope of section.* — This section applies to each individual, group, or blanket health insurance policy of an insurer or nonprofit health service plan that:

(1) (i) is delivered or issued for delivery in the State;

(ii) is issued to a group that is incorporated or has a main office in the State; or

(iii) covers individuals who reside or work in the State; and

(2) is issued, renewed, amended, or reissued on or after January 1, 1978.

(b) *Reimbursement for services.* — If a policy or certificate subject to this section provides for reimbursement for a service that is within the lawful scope of practice of a licensed certified social worker, the insured or any other person covered by the policy or certificate is entitled to reimbursement for the service regardless of whether the service is performed by a physician or licensed certified social worker-clinical. (An. Code 1957, art. 48A, §§ 354L, 470K, 477-O; 1997, ch. 35, § 2.)

Md. Rule 5-702

Rule 5-702. Testimony by experts.

Expert testimony may be admitted, in the form of an opinion or otherwise, if the court determines that the testimony will assist the trier of fact to understand the evidence or to determine a fact in issue. In making that determination, the court shall determine (1) whether the witness is qualified as an expert by knowledge, skill, experience, training, or education, (2) the appropriateness of the expert testimony on the particular subject, and (3) whether a sufficient factual basis exists to support the expert testimony.

APPENDIX

UNIVERSITY OF MARYLAND



SCHOOL OF SOCIAL WORK

CATALOG
1998-2000

University of Maryland
Baltimore
School of Social Work
1998 - 2000 Catalog

Master's of Social Work
Doctor of Philosophy
University of Maryland, Baltimore
Louis L. Kaplan Hall
525 W. Redwood St.
Baltimore, MD 21201-1777
410-706-7922 (Master's)
410-706-7960 (Doctoral)
410-706-6046 (FAX)
World Wide Web Homepage URL:
<<http://ssw.umaryland.edu>>

Bachelor of Arts in Social Work
University of Maryland Baltimore County
Academic IV Building
Wing B, Room 322
1000 Hilltop Circle
Baltimore, MD 21250
410-455-2144
410-455-2974 (FAX)
World Wide Web Homepage URL:
<<http://novell.umbc.edu/socialwork/index.html>>

Master's of Social Work

PROGRAM OF INSTRUCTION

The 58–64-credit master's of social work curriculum is divided between a 30-credit foundation curriculum and the advanced practice curriculum of 28-34 credits with the following choice of primary concentrations: (1) Clinical, and (2) Management and Community Organization. Options exist for a student to take a combination of these concentrations by choosing to make one primary and one secondary.

A specialization in a field of practice as well as a concentration is required in the advanced curriculum. These fields of practice are:

- Aging
- Employee Assistance Programs
- Families and Children
- Health
- Mental Health
- Social and Community Development
- Substance Abuse

A subspecialization in Child, Adolescent and Family Health is possible within the Health specialization.

Students with interests not reflected among the above may, with special permission, create an individual specialization within the two required concentrations.

FOUNDATION CURRICULUM

This 30-credit curriculum provides education and skill development in the values, concepts and processes that are the core of all social work practice. Course work in human behavior and the social environment, social policy, racism and diversity, research, and social work practice helps students develop a problem-solving framework. Students also complete a two-semester practicum, two days a week, in a social service placement where, with the help of a field instructor, they engage in carefully supervised and progressively responsible social work practice.

The goal of the foundation curriculum is to provide for all students a sound, broad base for future practice in all concentrations and specialized fields of practice.

The foundation curriculum comprises:

		Credits
SOWK 600	Social Welfare and Social Policy	3
SOWK 630	Social Work Practice with Individuals	3
SOWK 631	Social Work Practice with Communities and Organizations	3
SOWK 632	Social Work Practice with Groups and Families	3
SOWK 635, 636	Social Work Practicum (two days a week, two consecutive semesters in a fall-spring sequence)	6
SOWK 640, 641	Human Behavior and the Social Environment I and II	6
SOWK 664	Racism and Diversity	3
SOWK 670	Social Work Research	3
		30

Specific requirements concerning the foundation and advanced curricula appear in the *Student Handbook*.



PROGRESSION TO ADVANCED CURRICULUM

A student may not enroll in advanced methods courses (with prefixes SWCL or SWOA) or advanced field courses unless a B average has been attained upon completion of the 30-credit foundation curriculum. Other advanced courses (with prefix SOWK) may be taken prior to completion of the 30-credit foundation curriculum once individual course prerequisites have been met (e.g., advanced research options may be undertaken at any time after passing SOWK 670). Note that advanced-year specializations require different courses, and early enrollment in advanced courses may necessitate an early decision about specialization.

All students must file an advanced plan of study with the offices of the Associate Dean of the Master's Program and the Associate Dean for Administration prior to entry into the advanced year of study.

ADVANCED CURRICULUM BY METHOD-OF-PRACTICE CONCENTRATIONS

For their advanced curriculum, students must select both a primary concentration (Clinical or Management and Community Organization) and an area of specialization. The advanced curriculum resembles a matrix, with the concentration forming one dimension and an area of specialization forming the other.

Clinical

The goal of the Clinical program is to educate a practitioner who works toward improving the quality of life and enhancing social functioning of individuals, families and small groups through direct service to them, and through work with organizations and/or aspects of the community that have a direct impact on the lives of clients. Clinical social workers are active in the promotion, restoration, maintenance and enhancement of the functioning of their clients and client systems, in the prevention of distress, and in the provision of resources. The Clinical curriculum includes both class and field instruction.

The Clinical curriculum comprises:

		Credits
SWCL 700	Paradigms of Clinical Social Work Practice	3
SWCL 744	Psychopathology	3
SWCL 794, 795	Clinical Field Instruction (threedays a week, two consecutive semesters in a fall-spring sequence)	10
	Clinical-oriented Research	3
	Policy Course*	3
SWCL	Option or Advanced Human Behavior*	3
	Elective*	3
		28

*may be specified by the specialization

**UNIVERSITY OF MARYLAND
SCHOOL OF SOCIAL WORK
CATALOG**

CLASS SYLLABI



University of Maryland
Baltimore School of Social Work

Dr. Carlton Munson
Spring 1999

SWCL 700 (Section 1)

Paradigms of Clinical Social Work Practice

I. Purpose

Catalogue Description: This course builds upon the knowledge, attitude and skill components of the Foundation Area. It seeks to integrate these components with the therapeutic perspectives traditionally associated with the practice of clinical social work. The course will demonstrate how a comprehensive biopsychosocial assessment of the individual can be employed to underpin the provision of a wide range of social services. Specific attention will be given to individual therapy as a social service that clinical social workers are sanctioned to deliver by our society and our profession. SWCL 700 is required for all clinical and clinical/COSA students. Prerequisites: SOWK 630, 631, 632, 635, 636.

The aim of this course is to provide the student with the foundation knowledge and skills of advanced clinical social work practice. It focuses on the comprehensive and technical aspects of doing assessment, diagnosis, and intervention as an integrated process. There is basic information related to understanding and using DSM-IV in relation to treatment. The content is progressive in complexity and the content shifts from diagnosis and assessment to integrating assessment, diagnosis and intervention. There is emphasis on specific intervention strategies as well as a survey of theoretical orientations to practice. The focus is on practical aspects of intervention in the context of various intervention theories and techniques. While there is a survey of the major practice theories, special emphasis is placed on Psychoanalytic theory, Cognitive theory, developmental theory and Interactional theory including a framework for integrating these theories.

II. Objectives

The major objectives of this course are:

1. develop foundation and advanced understanding of clinical assessment.
2. develop foundation and advanced understanding of clinical diagnosis.
3. develop appreciation of the correlation between theory, human behavior, and intervention.
4. develop ability to distinguish individual, group and family assessment.
5. develop appreciation of the connection between assessment, diagnosis, goal setting, intervention plans and outcome specification.
6. explore the relationship between the role of the social work professional and client expectations.
7. develop ability to apply research methodologies to practice activity.
8. develop appreciation for research contributions to understanding of behavior and the outcomes of clinical practice.
9. develop awareness of the historical evolution of social work practice theory.

10. develop awareness of practice issues related to race, ethnicity, religion, sexual preference and gender.

III. Course Structure

This course is designed to provide progressive integration of theory, research and behavior through reading, reflection and discussion. Class sessions will consist of lectures, discussions, films, audiotapes, and videotapes. The readings are to provide theoretical content, and classroom activity is focused on techniques of integration of learning. The first half of class sessions will usually be devoted to theoretical and conceptual content, and the second half of class sessions will be devoted to analysis of clinical data and practical exercises based on cases provided by Dr. Munson and class members.

This class meets on Monday from 2:00 p.m. to 5:00 p. m. There will be a break from 3:30p.m. to 3:45 p.m. The class begins on time and ends on time. Students should avoid coming to class late or departing early. If the instructor is delayed due to unexpected circumstances, the class should wait thirty (30) minutes. If the instructor does not appear within this time frame, students are free to depart.

IV. Texts

The required texts for this course are:

Herman J. L. (1992). Trauma and Recovery, New York: Basic Books

James, B. (1989). Treating Traumatized Children: New Insights and Creative Interventions, Lexington, Mass: Lexington Books.

Shea, Shawn, C. (1998). Psychiatric Interviewing: the Art of Understanding. New York: W.B. Saunders.

Students should bring the textbooks to class each week. The professor will make direct references to the texts and will periodically give classroom exercises that require use of and reference to the texts.

V. Reading Assignments

The reading assignments are attached to this course outline. In order to optimize student participation, all required reading should be done prior to the class session. Reading assignments are essential background for classroom discussion. Although readings will not always be directly reviewed in class, they do serve as background for understanding classroom content. There is a chart attached to this course outline that contains the weekly reading assignments. The professor reserves the right to give students in class exercises based on the reading assignments.

VI. Basis of Grades

A. Examinations

There will be two examinations. Each examination is 41% of the final grade. The examinations will be objective. If more than 10% of the class fails to take an examination, the professor reserves the right to alter the grading method to the curve system because an excess of 10% of the class failing to take an examination can alter the integrity of the examination for the students who did take the examination and the validity of the examination can be compromised.

B. Classroom Exercises

There will be approximately 3 classroom exercises. Each exercise will count for a variable percentage of the final grade (exercise 1 = 5%, exercise 2 = 6%, and exercise 3 =

7%). Absence is not an excuse for failing to complete assignments. It is the student's responsibility to complete missed assignments. Failing to complete assignments, turning assignments in late, or failing to complete assignments according to guidelines, will result in grade penalty.

VII. Grading Policy

Grades are always a sensitive matter. The University of Maryland School of Social Work does not have a recommended grade scale. The professor uses a standard grade scale that is used by most university graduate schools. To make grading as objective as possible, all assignments, examinations, and final grades will be based on the following scale:

100 to 91 - A	4 Quality points	Excellent
90 to 81 - B	3 Quality points	Above Average
80 to 71 - C	2 Quality point	Average
70 to 61 - D	1 Quality point	Poor
60 to 00 - F	0 Quality points	Failing

The grade of incomplete (INC) will be granted when the student has: (1) made arrangements with the instructor in advance of the University grade deadline to complete course requirements; (2) provided in writing an alternate date for completion of all course requirements.

Students will be required to have attendance recorded through signing a roster sheet. It is the student's responsibility to make sure he or she has signed the sheet. Excessive absence as reflected on the roster sheets can be the basis of reduction in grade. Absence is not an excuse for failing to complete assignments. It is the student's responsibility to complete missed assignments. Failing to complete assignments will result in grade penalty. Excessive absence can be the basis for Dr. Munson imposing a grade penalty.

Students are not allowed to do "extra credit work" or "make-up work" to enhance a grade or to improve an existing poor grade. The University policy on grading fairness does not permit such preference being given to some students. The university grading policy states "Students have the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives," and "Arbitrary and capricious grading means.... the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course..." These policies clearly indicate that extra credit work for some students is a violation of the University grading policy.

Students who have complaints about the grade or the instructor's performance should discuss this with the instructor. Students who are unable to resolve the problem or complaint by discussion with the instructor should follow the procedures explained in the student handbook. Specific instructions for raising complaints against the instructor are explained in the Student Handbook. Discussion with Dr. Munson of a contested grade is a part of Dr. Munson's grading policy. See the grading policy statement attached to this course outline for more details and specification of the grading policy.

VIII. Special Accommodations

If a student desires any special accommodations due to physical or psychological limitations as defined in the Americans with Disabilities Act, requests for these accommodations should be made in writing. Requests for special accommodations will be referred to the School Administration and University Administration for evaluation and approval. Students may have to provide documentation of the disability claim and may be required to submit to a medical or psychological evaluation to validate an ADA claim for accommodation.

IX. Taping, Computers, Pagers and Cell Phones

The professor audio and video tapes class sessions for documentation purposes and to improve his teaching skills. Because of resource limitations these tapes cannot be made available for student use. Audio-taping of lectures by students is not permissible.

It is permissible to use notebook computers for note taking if the computer has a silent keyboard.

Pagers and cell phones should be disabled before entering the class. Students should not leave class to answer pages or cell phone calls. Phone calls should be made during the break.

X. Consultation

The instructor's office hours are Monday 12:00p.m. to 1:30 pm and Friday 12:00p.m. to 1:30p.m. Students desiring to meet with the professor at other times will need to make an appointment. My office is on the fifth floor and is office number 5E-15. Students can telephone the instructor at 410-706-3602. Messages can be recorded on the voice mail system, and the professor will return the call within 24 hours if the students records a number where to be reached. Doctor Munson's e-mail address is cmunson@umaryland.edu.

*This course outline is provided to add clarity to the student/instructor agreement. This course outline, in whole or part, ***should not be construed by the student to be a binding agreement or contract.*** This course outline is a set of guidelines only. The professor reserves the right to alter course requirements based on reasonable academic necessity. Students will be notified of any changes of course requirements.



UNIVERSITY OF MARYLAND-Baltimore
SCHOOL OF SOCIAL WORK

Dr. CARLTON MUNSON
Spring 2000

SWCL 744
PSYCHOPATHOLOGY

I. Purpose

Catalogue Description: *This course is designed to provide the student with in-depth knowledge of the major forms of emotional disorder manifested in children and adults. Emphasizes a multileveled understanding of the nature and causes of emotional disorders. The student's capacity for differential diagnosis and treatment planning will be enhanced through consideration of the behavioral and dynamic components of various patterns* Pre-requisites: SOWK 640, SOWK 641.

This course covers psychopathology from an historical, development point of view with special attention to a social work perspective in relation to classification systems. Several classification systems are covered, including but not limited to Krapealinian, APA, and PIE. Attention is given to diagnostic systems in relation to oppression and the negative outcomes of labeling. Specific focus includes the role developmental processes in psychopathology. Material is presented in a sequential manner focused on the integration of developmental processes, diagnosis, assessment, and treatment. There is substantial content on understanding the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)*, and how to do a multiaxial diagnosis using the DSM-IV.

II. Objectives

The major objectives of this course are:

1. To acquaint students with the major classification systems they are likely to encounter in their work.
2. To familiarize students with the range of behaviors clients present and how they can be organized to form an assessment that takes into account ethnic, racial, cultural, sociological, psychological and biological factors.
3. To expose students to the multiplicity of causes (biological, psychological and sociocultural) of mental disorders.
4. To enhance understanding of psychological, social, cultural and biological factors in health and illness
5. To assist students in understanding mental disorders as adaptations, maladaptations or last-resort adjustments to complex interpersonal, socio-

economic and cultural environmental conditions - even in disorders of a biological or biochemical origin.

6. To inform students about history of classification and classification systems and to survey the history of treatment approaches and interventions associated with specific disorders identified in the evolution of classification systems .

7. To assist students in understanding the neurobiological aspects of psychopathology and mental illness. This objective includes development of survey understanding of the neurobiology of psychoactive medications.

8. To develop knowledge of the interplay of ecological perspectives and individualistic approaches to behavior.

9. To teach students to use research perspectives in approaching assessment, diagnosis, and classification.

10. To insure that students understand the limitations of classification systems and to insure they understand racial, ethnic, gender, and cultural bias in classification systems.

III. Course structure

The course begins with introductory sessions focusing on the history of classification and historical explanations of the causation of mental disorders. There is a unit on child development and its relation to mental disorders. Later classes concentrate on major theories on the cause and nature of mental disorders; the differences between pathological disorders and nonpathological disorders; the concept of multiple causation of mental disorders; symptom formation; and a review of trends in mental health theory and practice. The remaining sessions cover the 18 categories of mental disorders covered in the DSM-IV. The discussion of treatment modalities emphasizes the multiplicity of treatment approaches and the concept that the client can be the individual person, a family, a group, a community or a social institution. There is extensive use of films and videos in this class.

This course places heavy emphasis on the DSM-IV APA manual. This is taught from a comprehensive view of classification systems and various systems are taught in relation to a larger cultural view. Classification is taught not as the system, but as a system in relation to multiple systems.

IV. Course Outline

I. History of Classification Systems

- A. Basis of and rationale for classification
- B. Kraepelinian System
- C. APA System
- D. PIE System

II. Causation and nature of mental disorders

III. Introduction : Developmental Processes

IV. Organization of the DSM-IV manual

V. Understanding the multi-axial system of the DSM-IV classification

- VI. How to do a multiaxial diagnosis
- VII. Survey of DSM-IV Disorders
 - A. Disorders of infancy, childhood, and adolescence.
 - B. Delirium, dementia, amnesic and other cognitive disorders
 - C. Mental disorders due to a general medical conditions
 - D. Substance-related disorders
 - E. Schizophrenia and other psychotic disorders
 - F. Mood disorders
 - G. Anxiety disorders
 - H. Somatoform disorders
 - I. Factitious disorders
 - J. Dissociative disorders
 - K. Sexual and gender identity disorders
 - L. Eating disorders
 - M. Sleep disorders
 - N. Impulse-control disorders
 - O. Adjustment disorders
 - p. Personality disorders
 - Q. Other conditions that may be a focus of clinical attention
 - R. Criteria sets and axes provided for further study
- VIII. Video illustrations of DSM-IV disorders
- IX. Case analysis
 - X. Environment, culture and classification systems
- XI. Classification systems in relation to oppression
 - A. Distortions of classification
 - B. Abuse of classification systems
 - C. Unconscious misuse of classification
 - D. Pitfalls in classification
 - E. Appropriate application of classification
- XII. Review, evaluation and integration

V. Course Design

This course is designed to provide progressive integration of theory, research and behavior through reading, reflection and discussion. Class sessions will consist of lectures, discussions, films, audiotapes, and videotapes. The readings are to provide theoretical content, and classroom activity is focused on techniques of integration of learning.

VI. Class Schedule

This class meets on Monday from 6:00 p.m. to 9:00 p. m. The instructor does give a short break at mid-session. Students who need to take comfort breaks at other times should depart and return as quietly and as unobtrusively as possible. The class begins on time and ends on time. Students should avoid coming to class late or departing early. If the instructor is delayed due to unexpected circumstances, the class should wait thirty (30) minutes. If the instructor does not appear within this time frame, students are free to depart.

VII. Texts

The required texts for this course is:

American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Washington D.C.: American Psychiatric Association, 1994.

Munson, C. E.. Mental Health Diagnostic Desk Reference: Visual Guides and More for Learning to Use the Diagnostic and Statistical Manual (DSM-IV), New York: The Haworth Press, 2000.

A recommended additional book is:

-Kaplan, H.I., Sadock, B. J. & Grebb, J. A., Synopsis of Psychiatry: Behavioral Science/Clinical Psychiatry, Baltimore: Williams & Wilkins, 1998.

VIII. Reading Assignments

The reading assignments are attached to this course outline. In order to optimize student participation, all required reading should be done prior to the class session. Reading assignments are essential background for classroom discussion. Although readings will not always be directly reviewed in class, they do serve as background for understanding classroom content.

XI. Assignments

There will be numerous assignments in this class. There will be two examinations. There will be several classroom exercises. There will not be a paper requirement for this course.

A. Examinations

There will be two examinations. Each examination is 41% of the final grade. The examinations will be objective. If more than 10% of the class fails to take an examination, the professor reserves the right to alter the grading method to the curve system because an excess of 10% of the class failing to take an examination can alter the integrity of the examination for the students who did take the examination and the validity of the examination can be compromised.

B. Classroom Exercises

There will be approximately 3 classroom exercises. Each exercise will count for a variable percentage of the final grade (exercise 1 = 5%, exercise 2 = 6%, and exercise 3 = 7%). Absence is not an excuse for failing to complete assignments. It is the student's responsibility to complete missed assignments. Failing to complete assignments, turning assignments in late, or failing to complete assignments according to guidelines, will result in grade penalty.

X. Grading Policy

Grades are always a sensitive matter. The University of Maryland School of Social Work does not have a recommended grade scale. The professor uses a standard grade scale that is used by most university graduate schools.

To make grading as objective as possible, all assignments, examinations, and final grades will be based on the following scale:

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80 to 71 = C	2 Quality point	Average
70 to 61 = D	1 Quality point	Poor
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The grade of incomplete (INC) will be granted when the student has: (1) made arrangements with the instructor in advance of the University grade deadline to complete course requirements; (2) provided in writing an alternate date for completion of all course requirements.

Students will be required to have attendance recorded through signing a roster sheet. It is the student's responsibility to make sure he or she has signed the sheet. Excessive absence as reflected on the roster sheets can be the basis of reduction in grade. Absence is not an excuse for failing to complete assignments. It is the student's responsibility to complete missed assignments. Failing to complete assignments will result in grade penalty. Excessive absence can be the basis for Dr. Munson imposing a grade penalty.

Students are not allowed to do "extra credit work" or "make-up work" to enhance a grade or to improve an existing poor grade. The University policy on grading fairness does not permit such preference being given to some students. The university grading policy states "Students have the right to be evaluated fairly, equitably, and in a timely manner appropriate to the course and its objectives," and "Arbitrary and capricious grading means... the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course..." These policies clearly indicate that extra credit work for some students is a violation of the University grading policy.

Students who have complaints about the grade or the instructor's performance should discuss this with the instructor. Students who are unable to resolve the problem or complaint by discussion with the instructor should follow the procedures explained in the student handbook. Specific instructions for raising complaints against the instructor are explained in the Student Handbook. Discussion with Dr. Munson of a contested grade is a part of Dr. Munson's grading policy. See the grading policy statement attached to this course outline for more details and specification of the grading policy.

XI. Electronic Devices

Students should disable pagers and cellular telephones prior to entering the class. Students are not to leave class to make telephone calls. Phone calls should be made during the break. Students are allowed to use laptop computers during the class if the computer has a silent keyboard. Students are not allowed to audio or videotape class sessions.

XII. Special Accommodations

If a student desires any special accommodations due to physical or psychological limitations as defined in the Americans with Disabilities Act,

requests for these accommodations should be made in writing. Requests for special accommodations will be referred to the School Administration and University Administration for evaluation and approval. Students may have to provide documentation of the disability claim and may be required to submit to an evaluation to validate an ADA claim for accommodation.

XIII. Consultation

The instructor's office hours are Monday 12:00 pm to 1:30 pm, and 5:00 pm to 5:45 pm; Thursday 11:00 am to 12:30 pm, and other hours by appointment. The instructor's office location is 5E15 on the fifth floor of the Social Work building. The telephone numbers are 410-706-3602 and 301-733-3714.

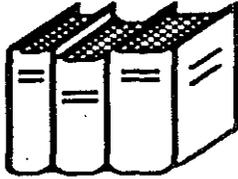
XIV. Educational Guideline Parameters

This course is conducted in compliance with the University of Maryland-Baltimore Student Handbook. Dr. Munson makes every effort to be in compliance with the Student Handbook requirements, and it serves as a guide for academic, administrative and procedural matters pertaining to this course. Students are expected to be in compliance with the Student Handbook requirements. Students should read the Student Handbook and the following sections of the Handbook should be read carefully:

- Class Attendance
- Grading
- Drop/Add
- Academic Risk and Failure
- Illness/Absence
- Student Review Committee
- NASW Code of Ethics
- University of Maryland Baltimore Policy and Procedures

If students have questions about any of the above listed sections of the Student Handbook, they should ask Dr. Munson or the Associate Dean for the MSW Program for clarification.

**This course outline is provided to add clarity to the student/instructor agreement. This course outline, in whole or part, should not be construed by the student to be a binding agreement or contract. This course outline is a set of guidelines only.*



UNIVERSITY OF MARYLAND-Baltimore
SCHOOL OF SOCIAL WORK

Dr. CARLTON MUNSON
Spring 2000

SWCL 744
PSYCHOPATHOLOGY

Weekly Readings, Assignments and Discussion Materials

Class #	Date	Topic	Munson Book Readings	DSM-IV Readings	AV #	Assignments
01	1/24	Introd. To Course	None	None	OH 1-1	
02	1/31	History of Classification	Chapters 1 & 2	xv-xxv	OH 2-1 VT 2-1	
03	2/07	DSM-IV Organization	Chapter 3	pp. 1-24	SD 3-1	
04	2/14	DSM multiaxial System	Chapter 4	pp. 25-35	OH 4-1	
05	2/21	Child & Adolescent	Chapter 5	pp. 37-121	SI 5-1	Exercise 1
06	2/28	Child & Adolescent	Chapter 5	pp. 37-121	VT 6-1	
07	3/06	Delirium... MD due to GMC	Chapter 6 Chapter 7	pp. 123-174	OH 7-1 SI 7-1	Exercise 2
08	3/13	Substances Schizophrenia	Chapter 8 Chapter 9	pp. 175-315	OH 8-1 SI 8-1	
09	3/27	Exam Session	None	None	None	Exam 1
10	4/03	Mood & Anxiety	Chapters 10 & 11	pp. 317-444	OH 10-1	
11	4/10	Somatoform, Factitious Dissociative, & sexual	Chapters 12, 13 & 14	pp. 445-538	OH 11-1 SI 11-1	Exercise 3
12	4/17	Eating, Sleep & Impulse Adjustment & Personality	Chapters. 16, 17, 18, 19 & 20	pp. 493-673	OH 12-1 SI 12-1	
13	4/24	Exam Session	None	None	OH 13-1	Exam 2
14	5/01	Exam Review Other disorders...	Chapters 21 & 22	675-687 703-761	SI 14-1	
15	5/08	Cultural-bound syndromes	Chapter 23	All Chapters	None	
16	5/15	Summary / Evaluation	All chapters	All Chapters	none	
17	5/22	Self-directed Study	All Chapters	All Chapters	None	

NOTE: ♣ INDICATES ITEM IS HIGHLY RECOMMENDED

BOOKS

- ♣ Ahmoui-Essau, C. & Peterman, F. (1997). *Developmental psychopathology: Epidemiology, diagnosis and treatment*. The Netherlands: Harwood Academic Publishers.
- American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders: DSM-IV™*, Washington, D. C.: American Psychiatric Association.
- American Psychiatric Association (1994). *DSM-IV™ Sourcebook. volume 1*. Washington, D. C.: American Psychiatric Association.
- ♣ Barber, J. P., & Crits-Christoph (1995). *Dynamic therapies for psychiatric disorders (Axis I)*, New York: Basic Books.
- Edgerton, J and Campbell, R. J. (1994). *American psychiatry glossary*. Washington, D.C.: American Psychiatric Association.
- Fauman, M. A. (1994). *Study guide to DSM-IV™*. Washington, D.C.: American Psychiatric Association.
- First, M. B., Frances, A., and Pincus, H. N. (1995). *DSM-IV™ handbook of differential diagnosis*, Washington, D. C.: American Psychiatric Association.
- ♣ Frances, A., First, M. B., and Pincus, H. N. (1995). *DSM-IV™ guidebook*. Washington, D. C.: American Psychiatric Association.
- Gabbard, G. O. . (1994). *Psychodynamic psychiatry in clinical practice: The DSM-IV edition* Washington, D.C.: American Psychiatric Association.
- ♣ Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (1998). *Synopsis of psychiatry: Behavioral sciences and clinical psychiatry, eighth edition*, Baltimore: Williams & Wilkins.
- ♣ Kennedy, James A. (1992). *Fundamentals of psychiatric treatment planning*. Washington: D. C.: American Psychiatric Press.
- Kettenbach, G. (1995). *Writing SOAP notes*, Philadelphia: F. A. Davis.
- Kirk, S. A. and Kutchins, H. (1992). *The selling of DSM*. Hawthorne, NY: Aldine de Gruyter.
- Makover, R. B. (1996). *Treatment planning for psychotherapists*, Washington, D.C.: American Psychiatric Association.
- ♣ Morrison, J (1997). *When psychological problems mask medical disorders*. New York: Guilford.
- ♣ Morrison, J (1994). *DSM-IV made easy: The clinicians' guide to diagnosis..* New York: Guilford.
- ♣ Morrison, J. (1994). *The first interview: Revised for DSM-IV*. New York: Guilford.
- Othmer, E. & Othmer, S. C. (1994). *The clinical interview using DSM-IV, Volume 1: Fundamentals*. Washington, D. C.: American Psychiatric Association.
- Othmer, E. & Othmer, S. C. (1994). *The clinical interview using DSM-IV, Volume 2: The difficult patient*. Washington, D. C.: American Psychiatric Association.
- ♣ Rapoport, J. L. ,& Ismond, D. R. (1996). *DSM-IV training guide for diagnosis of childhood disorders*, New York: Brunner/Mazel.
- ♣ Reid, W. H. & Wise, M. G. (1995). *DSM-IV training guide*, New York: Brunner-/Mazel.
- ♣ Shea, S. C. (1988) *Psychiatric interviewing*, New York: W.B. Saunders.
- Spitzer, R. L., Gibbon, M., Skodol, A. E., Williams, J. B. W. and First, M. B. (1995). *DSM-IV™ casebook..* Washington, D.C.: American Psychiatric Association.

VIDEO

- Videotaped Review of Psychiatry. Specialty Preparation Inc. 914-738-6911
- Highlights of the DSM-IV. American Psychological Association. 1-800-374-2721
- DSM-IV Video Case Reviews. American Psychiatric Association. 1-800-368-5777
- ♣ DSM-IV Training Guide, Brunner/Mazel, 212-924-3344