

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Stipp
SCHOOL OF SOCIAL WORK		OFFICE:	307
Semester:	Fall, 2011	OFFICE HOURS:	Tue/Wed, 2-5 PM
Course:	SWK 450	OFFICE PHONE:	309-438-3241
Day:	Tuesday (Aug 23 – Dec 6)	EMAIL:	ksstipp@ilstu.edu
Time:	5:30 – 8:20	LOCATION:	Williams Hall 105

PSYCHOPATHOLOGY

CATALOG DESCRIPTION

Classification and etiology of mental disorders across the life cycle. Critical review of assessment methods, treatment, and referral options. 3 semester hours.

Prerequisites: Satisfaction of all MSW foundation requirements; and graduate standing.

COURSE DESCRIPTION

SWK 450 is required for MSW students in the Child and Family Practice Concentration. The course explores the dynamics of mental health and mental illness across the life cycle. An ecological perspective is used to understand the social context of mental health and mental illness. Psychopathological conditions and problems in living are examined using a bio-psycho-social-cultural-spiritual model. Current methods of assessment are critically examined. The use and practical limitations of diagnostic systems especially the DSM-IV-TR will be discussed.

Explanatory theories and recent research on the etiology of psychological dysfunction and social variance are reviewed. Attention is given to the interactions of biological, psychological, social, cultural, political, and environmental factors that contribute to the development and maintenance of mental health and mental disorders in children, adults and families. The impact of diversity and social injustice on behavior and diagnosis is explored.

Course content is necessary for the Illinois Licensed Clinical Social Worker (LCSW) examination necessary for clinical practice. Licensure is viewed by both public and private sector agencies as an important means for ensuring that they are employing qualified professional staff. The LCSW credential is widely preferred by agencies that receive third-party reimbursement (such as Medicaid funds).

RELATIONSHIP TO OTHER COURSES

SWK 450 builds on the practice theory and skills acquired in the foundation courses, SWK 416 Social Work Practice I and SWK 417 SWK Practice II, and the human behavior theory acquired in the human behavior foundation courses, SWK 402 and SWK 403. The course prepares students for their agency-based practica where they will need to make culturally sensitive assessments and clinical decisions about appropriate and necessary

interventions. SWK 450 also provides a common language and knowledge base for interdisciplinary practice in social service and mental health agencies.

COURSE GOALS

The goals of this course are to:

1. Increase understanding of the mental illnesses affecting families
2. Foster use of a bio-psycho-social-spiritual-cultural model for assessing and treating mental illness.
3. Facilitate understanding of the implications of culture for diagnosing and treating mental illness.
4. Introduce a range of assessment methods including standardized clinical instruments.
5. Explore the use and ethical and practical limitations of the DSM-IV-TR and other diagnostic systems.
6. Consider the impact of the economic and political context within which mental health services are provided.

STUDENT LEARNING OBJECTIVES

Upon completion of the course students will have achieved the following outcomes. Students will be able to:

1. Apply the bio-psycho-social-cultural-spiritual model to contextualize mental illness.
2. Identify the impact of culture (e.g., ethnicity, race, age, ability, class, religions, gender, sex, and sexual orientation) on the development, diagnosis, and treatment of mental disorders.
3. Assess the impact of environmental stress, coping, adaptation, social support, and risk and resiliency factors on mental health.
4. Apply the components of a comprehensive assessment including the mental status examination, differential diagnosis, psychosocial evaluation, and DSM-IV-TR classification to case material.
5. Explain the incidence, prevalence, etiology, risk factors, signs, symptoms, course and prognosis of major child and adult mental disorders.
6. Describe the major psychotropic medications, their effects, and side effects.
7. Identify the ethical issues encountered in assessment and intervention in mental disorders.
8. Cite current research on the development of mental illness.

REQUIRED READING(S) AND TEXTBOOK(S)

Austrian, S.G. (2005). *Mental disorders, medications, and clinical social work*. New York: Columbia University Press.

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

Reserve Reading(s) (*Available at the Reserve Desk at Milner Library – locate by author*):

Wicks-Nelson, R., & Israel, A.C. (2009). *Abnormal Child and Adolescent Psychology (7th ed.)*. Indianapolis: Pearson.

EXPECTATIONS OF STUDENTS

Attendance and Participation: Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually.

More than two absences in a sixteen-week course will result in a lowered grade for the course. Repeated tardiness, coming in late or leaving class early, and “tech absences” (being present but texting, emailing, face booking, web surfing unrelated to the course, etc.) will result in a lowered grade.

Class Preparation: You are expected to have prepared thoroughly for each session. Preparation may include reading and/or watching the assigned materials prior to class (see “COURSE SCHEDULE”), summarizing the content and being prepared to discuss it; writing questions or reactions to the material; and making connections between concepts in current readings and earlier readings.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Assignments: Promptness in completing class assignments and required readings is a requirement. When an extenuating circumstance occurs, appropriate arrangements must be made in advance.

All assignments are due on the date assigned (See “ASSIGNMENTS” and “COURSE SCHEDULE”). Only in extraordinary circumstances will late work be accepted, and if accepted, late work will be given a reduced grade of one letter grade (10% of the earned grade) for each week the assignment is late. *No assignments will be accepted after the last day of class.*

Missed or late work: If a student misses a class, she or he will be responsible for any missed class content. Missed in-class work generally *cannot* be made up. Make-up tests, quizzes, and examinations, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

Written Work: Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (2001). This reference text also provides excellent information on the organization and writing of papers. An excellent resource for questions about APA format and other paper writing skills is the Purdue University on-line writing laboratory at www.owl.english.purdue.edu
- All work must be typed, double-spaced, with numbered pages unless the professor instructs otherwise. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins unless the professor instructs otherwise. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1.25" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use standard fonts. The department standard is Times New Roman 12 point.
- Students should retain copies of all work turned in to the instructor.

Nondiscriminatory language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at www.naswdc.org

Special Needs: Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice) 438-8620 (TTY) or <http://www.disabilityconcerns.ilstu.edu/>

Contacting the Professor: The best way to reach me is by email, ksstipp@ilstu.edu. I will make every effort to respond to email within 24 hours on weekdays; it will take longer on weekends. You may also stop by my office, 307 Rachel Cooper, on Tuesdays or Wednesdays between 2:00 – 5:00, or leave a message on my voicemail at 309-438-3241.

ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor's handout for writing guidelines and grading criteria.

Assignment #1: Take-Home Exam #1 on Axis I Disorders (20%)

Due: Session #5

This exam will cover assessing Axis I disorders. The overall goal of the exam is to assess students' level of comprehension, application, and synthesis of the concepts related to Axis I disorders within the context of agency-based practice and synthesis of course content. The exam will require students to analyze a social work case vignette. From the vignette:

1. Write a two-page narrative that addresses the general bio-psycho-social-cultural-spiritual assessment.
2. Complete a DSM mental status exam.
3. Identify those symptoms that support and refute your diagnoses in addition to discussing any diagnoses that you have not ruled out.
4. From #1 and #2 above, discuss the implications of your general diagnoses for agency- and community-based mental health practice.

Assignment #2: Psychotropic Medications Test (10%)

Due: Session #9

Assignment #3: Take-Home Exam #2 on Axis II Disorders (20%)

Due: Session #11

This exam will cover assessing Axis II disorders and childhood disorders, and the implications of diagnosis for agency community-based mental health services. Students will analyze a case situation and complete a bio-psycho-social-cultural-spiritual assessment; and a DSM mental status exam in narrative form [1-2 pages]. Identify those symptoms that support your diagnosis and include any diagnoses you have not ruled

out. This exam will assess the student's level of comprehension and application of concepts and synthesis of course content.

Assignment #4: Bio-psycho-social-cultural-spiritual Assessment Paper (30%)

Proximal Dates: Sessions 8 (idea/outline) & 12 (drafty draft)

Due: Session 16

This final assessment paper will demonstrate the student's synthesis of course content through analysis of a client situation. School Social Work students must analyze a child or adolescent client situation. Child and Family Practice students may chose to analyze an adult situation. From this complete bio-psycho-social-cultural-spiritual assessment a micro, mezzo and macro plan of intervention with goals will be developed. This assignment completes the course by pulling together the material covered during the semester. The assignment will illuminate areas the student will need to further develop to become a competent social work practitioner.

Note proximal due dates: There is time set aside in class for you to **discuss your idea/outline (Session 8)** and **drafty draft (Session 12)** of the B-P-S-C-S assessment, with the professor. The more you have done on those dates, the more valuable the feedback you will receive!

Assignment #5: In Class Case Assessment Oral Presentation (20%)

Due: Throughout the semester

Each student is responsible for facilitating one thirty-minute case assessment discussion during the course. School Social Work students must present a child or adolescent case assessment. Child and Family Practice students may chose an adult, child or adolescent. You will present material from the text and other sources, using prepared questions to generate class discussion in order to better understand the theory and to connect the course material to a case scenario. Your presentation should include discussion of the ethical considerations encountered in making your assessment. You will be evaluated for your mastery to describe and apply course material, and the ability to generate discussion among your peers.

Your presentation should include:

1. Brief overview of a disorder [use handouts]
2. Application of a developmental theory to a case scenario, including discussion of the biological, psychological, social, cultural and spiritual aspects [use handouts]
3. Supporting your assessment by connecting presenting symptoms to diagnosis
4. Recommended intervention/treatment plan for the client, with at least two goals

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

Each assignment is worth 100 points, but weighted for the course using the following formula:

Take-Home Exam on Axis I disorder	20%
Psychotropic Meds Test	10%
Take-Home Exam on Axis II & Childhood disorders	20%
Assessment Paper	30%
Assessment Oral Presentations	<u>20%</u>
TOTAL	100%

COURSE SCHEDULE

Session 1:	General topic: Introduction; Health care, managed care and ethics in the field of social work
Day and Date:	Tuesday, August 23, 2011
Required Readings:	
In Class	<p>Syllabus Review Psychiatric labels</p> <ul style="list-style-type: none"> • http://psychiatrist-blog.blogspot.com/2011/04/diagnostic-labels-that-change-lives.html • http://successfultherapy.net/index.php?pr=Fees_and_Insurance <p>“Pretest”</p>

Session 2:	General topic: Assessment & diagnosis; stress
Day and Date:	Tuesday, August 30, 2011
Required Readings:	<p>Text readings: Austrian (2005). Chapter 1, Introduction DSM IV-TR - Use of Manual (pp 1-37)</p>
In Class	Case study; Multi-axial assessments; Axis 1 Overview

Session 3:	General topic: Axis I disorders, Usually First Diagnosed in Infancy, Childhood, or Adolescence: Conduct Disorder and Attention-Deficit Hyperactivity Disorder, Learning & Language Disorders
Day and Date:	Tuesday, September 6, 2011
Required Readings:	<p>Text readings: DSM IV - TR Disorders first diagnosed in Infancy, childhood, or adolescence, 39-134 Austrian (2005). Chapter 11, Psychodiagnostic and Psychoeducational Testing</p>
In Class	Case study; Assessment tools

Session 4:	General topic: Axis I disorders, Usually First Diagnosed in Infancy, Childhood, or Adolescence: Pervasive Developmental Disorders and Disorders of Basic Physical Functions
Day and Date:	Tuesday, September 13, 2011
Required Readings:	Text readings: DSM IV- TR (Disorders first diagnosed in Infancy, childhood, or adolescence) 39-134 Recommended Readings: Wicks-Nelson & Israel (2009). Chapter 12, Autism and Schizophrenia. Wicks-Nelson & Israel (2009). Chapter 13, Disorders of Basic Physical Functions.
In Class	

Session 5:	General topic: Axis I disorders; family member with an anxiety disorder
Day and Date:	Tuesday, September 20, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 2, Anxiety Disorders DSM IV-TR - Anxiety Disorders (pp. 429-484)
In Class	Case Study
Assignment #1	Take-Home Exam #1 on Axis I Disorders (20%)

Session 6:	General topic: Axis I disorders; family member with a Mood Disorder
Day and Date:	Tuesday, September 27, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 3, Mood Disorders DSM IV-TR - Mood Disorders (pp. 345-428)
In Class	Case Study Discuss Oral Presentations

Session 7:	General topic: Axis I disorders; family member with a Somatoform and Factitious Disorder or Dissociative Disorder.
Day and Date:	Tuesday, October 4, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 4, Somatoform and Factitious Disorders. Austrian (2005). Chapter 5, Dissociative Disorders. DSM IV-TR - Somatoform Disorders & Factitious Disorders, pp. 485-517
In Class	Lillie's Journal

Session 8:	General topic: Axis I disorders; family member with Schizophrenia
Day and Date:	Tuesday, October 11, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 6, Schizophrenia DSM IV-TR - Schizophrenia Disorder, pp 297-343
In Class	Oral Presentations Psychotropic Medications Discuss the outline for An Ecosystems bio-psycho-social-cultural-spiritual Assessment Paper
Preview to Assignment #4	Come to class prepared to discuss your idea/outline for the B-P-S-C-S paper

Session 9:	General topic: Axis I disorders; family member with Sleep Disorders; Sexual & Gender Identity Disorders
Day and Date:	Tuesday, October 18, 2011
Required Readings:	Text readings: DSM IV - TR, (Sleep Disorders) 597 - 661. DSM IV - TR, Sexual and Gender Identity Disorders, pp. 535-582 Austrian (2005). Chapter 12 Psychotropic Medications
In Class	Oral Presentations Axis I Overview
Assignment #2	Psychotropic Medications Test (10%)

Session 10:	General topic: Axis I disorders; family member with Substance-Related Disorders
Day and Date:	Tuesday, October 25, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 7, Substance-Related Disorders DSM IV-TR - Substance - Related Disorders, pp. 191-295)
In Class	Oral Presentations

Session 11:	General topic: Axis I disorders; family member with an Eating Disorder; Impulse Control Disorders & Adjustment Disorders
Day and Date:	Tuesday, November 1, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 8, Eating Disorders DSM IV-TR - Eating Disorders, pp. 583-595) DSM - IV - TR - Impulse Control Disorders & Adjustment Disorders, pp. 663-683.
In Class	Oral Presentations
Assignment #3	Take-Home Exam on Axis II Disorders (20%)

Session 12:	General topic: Axis I disorders; family member with a Cognitive Disorder
Day and Date:	Tuesday, November 8, 2011
Required Readings:	Text readings: Austrian (2005). Chapter 10, Delirium, Dementia, and Amnestic and Other Cognitive Disorders. DSM IV-TR - Delirium, Dementia, and Amnestic and Other Cognitive Disorders, pp. 135-180)
In Class	Oral Presentations
Preview to Assignment #4	Come to class with some level of draft for the B-P-S-C-S paper

Session 13:	General topic: Axis II Disorders; family member with a Personality Disorder
Day and Date:	Tuesday, November 15, 2011
Required Readings:	Text Readings: Austrian (2005). Chapter 9, Personality Disorders DSM IV-TR - Personality Disorder, pp. 685-729
In Class	1:1 Feedback from the professor, on your B-P-S-C-S Assessment Paper draft

Session 14: Tuesday, November 22	
---	--

Session 15:	General topic: Axis II Disorders; family member diagnosed with Mental Retardation
Day and Date:	Tuesday, November 29, 2011
Required Readings:	Text Readings: Austrian (2005). Chapter 11, Psychodiagnostic and Psychoeducational Testing (Reprise) DSM IV - TR Disorders first diagnosed in infancy, childhood or adolescence, 39-134 (Reprise) Recommended Reading: Wicks-Nelson & Israel (2009). Chapter 11, Mental Retardation
In Class	Oral Presentations, if needed

Session 16:	Health care, managed care and ethics in the field of social work, Reprise
Day and Date:	Tuesday, December 6, 2011
Required Readings:	
In Class	
Assignment #4	An Ecosystems Bio-psycho-social-cultural-spiritual Assessment Paper

BIBLIOGRAPHY AND FURTHER READINGS

Allen, T.E., Liebman, M.C., Park, L. C., & Wimmer, W.C. (2001). A primer on mental disorders: A guide for educators, families, and students. Lanham, MD: Scarecrow Press.

Bentley, K.J. (Ed.). (2002). Social work practice in mental health: Contemporary roles, tasks, and techniques. Pacific Grove, CA: Brooks/Cole.

Bentley, K.J., & Walsh, J. (2001). The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families, and providers (2nd ed.). Belmont CA: Wadsworth/Thomson Learning.

Boyd-Franklin, N. (2003). Black families in therapy (2nd ed). NY: Guilford Publications.

- Brammer, R. (2004). *Diversity in counseling*. Belmont CA: Brooks/Cole.
- Breggin, P.R. (1997). *Brain-disabling treatments in psychiatry: Drugs, electroshock, and the role of the FDA*. New York: Springer.
- Buelow, G., Herbert, S., & Buelow, S. (2000). *Psychotherapist's resource on psychiatric medications issues of treatment and referral*. (2nd ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Butcher, J.N., Mineka, S., & Hooley, J.M. (2004). *Abnormal Psychology*. (12th ed.). Boston, MA: Pearson Education, Inc.
- Daley, D.C., & Salloum, I.M. (Eds.). (2001). *A clinician's guide to mental illness*. New York: McGraw-Hill.
- Davison, G.C., & Neale, J.M. (1998). *Abnormal psychology*. New York: Wiley.
- Dziegielewski, S.F. (2001). *Social work practice and psychopharmacology*. New York: Springer.
- Healy, D. (2002). *The creation of psychopharmacology*. Cambridge, MA: Harvard University Press.
- House, A. E. (2002). *DSM-IV diagnosis in the schools*. New York: Guilford Press.
- Jordan, C., & Franklin, C. (2003). *Clinical assessment for social workers quantitative and qualitative methods* (2nd ed.). Chicago: Lyceum Books.
- Kiesler, D.J. (1999). *Beyond the disease model of mental disorders*. Westport, CT: Praeger.
- Kutchins, H., & Kirk, S.A. (1997). *Making us crazy: DSM: The psychiatric Bible and the creation of mental disorders*. New York: Free Press.
- Lynch, E. W. & Hanson, M. J. (1998). *Developing cross-cultural competence* (2nd ed.). Baltimore, MD: Paul H. Brooks Publishing.
- Meyer, C.H. (1993). *Assessment in social work practice*. New York: Columbia University Press.
- Neale, J.M., Davison, G.C., & Haaga, D. (1996). *Exploring abnormal psychology*. New York: Wiley.
- Newhill, C.E. (2003). *Client violence in social work practice: Prevention, intervention,*

- and research. New York: Guilford Press.
- Oltman, T.F., Neale, J.M., Davison, G.C. (1999). Case studies in abnormal psychology. New York: Wiley.
- Pollack, M.H., Otto, M.W., & Rosenbaum, J.F. (1996). Challenges in clinical practice pharmacologic and psychosocial strategies. New York: Guilford Press.
- Pratt, C., Gill, K.J., Barrett, N.M., & Roberts, M.M. (1999). Psychiatric rehabilitation. New York: Academic Press Books.
- Schaefer, R.T. (2004). Racial and ethnic groups. (9th ed.). New Jersey: Prentice Hall.
- Szasz, T. (2001). Pharmacracy: Medicine and politics in America. Westport, CT: Praeger.
- Taylor, R.L. (Ed.). (2002). Minority families in the United States: A multicultural perspective (3rd ed.). New Jersey: Prentice Hall.
- Tseng, W., & Streltzer, J. (1997). Culture and psychopathology. New York: Brunner/Mazel.
- Tseng, W.S., & Streltzer, J. (Eds.). (2001). Culture and psychotherapy: A guide to clinical practice. Washington, DC: American Psychiatric Association Press.
- Turner, F.J. (2002). Diagnosis in social work: New imperatives. New York: Haworth
- Webb, N.B. (1996). Social work practice with children. New York: Guilford Press.
- Zide, M.R., & Gray, S.W. (2001). Psychopathology: A competency-based assessment model for social workers. Belmont, CA: Brooks/Cole.

Journals

American Journal of Diseases of Children
 American Journal of Orthopsychiatry
 American Journal of Psychiatry
 American Journal of Psychotherapy
 American Journal of Public Health
 American Psychologist
 Annual Review of Psychology
 Archives of General Psychiatry
 Clinical Psychology Review
 Clinical Social Work Journal
 Community Mental Health Journal

Families in Society
The Hastings Center Report
Health and Social Work
The International Journal of Social Psychiatry
The International Journal of Social Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychiatry
Journal of Consulting and Clinical Psychology
Journal of Counseling and Development
Journal of Human Behavior in the Social Environment
Journal of Marital and Family Therapy
Journal of Multicultural Counseling and Development
Journal of Progressive Human Services
The Journal of Psychology
Journal of Rehabilitation
The Journal of Social Psychology
Journal of the American Academy of Child and Adolescent Psychiatry
Psychiatric Times
Psychiatry
Social Work
Social Work in Mental Health
Social Work Research
Teaching Exceptional Children

Websites

Academy of Psychosomatic Medicine www.apm.org
Alcoholics Anonymous www.alcoholics-anonymous.org
Alzheimer's Association www.alz.org
Alzheimer's Disease Education & Referral Center www.alzheimers.org/adear
American Academy of Addiction Psychiatry www.aaap.org
American Academy of Child & Adolescent Psychiatry www.aacap.org
American Academy of Neurology www.aan.com
American Academy of Psychiatry and the Law www.aapl.org
American Association for Geriatric Psychiatry www.aagpgpa.org
American Association for Marriage & Family Therapy www.aamft.org
American Association of Suicidology www.suicidology.org
American Institute of Stress www.stress.org
American Psychiatric Association www.psych.org
American Psychiatric Nurses Association www.apna.org
American Psychoanalytic Association www.apsa.org
American Psychological Association www.apa.org
American Psychosomatic Society www.psychosomatic.org
Anorexia Nervosa & Associated Disorders www.anad.org

Anorexia Nervosa & Related Eating Disorders www.anred.org
Anxiety Disorders Association of America www.adaa.org
Association for Retarded Citizens www.thearc.org
Autism Society of America www.autism-society.org
Borderline Personality Disorder www.bpdcentral.com
Brain Injury Association www.biausa.org
Child & Adults with Attention Deficit Disorder www.chadd.org
Clinical Social Work Federation www.cswf.org
Cocaine Anonymous www.ca.org
Food & Drug Administration www.fda.gov
Gamblers Anonymous www.gamblersanonymous.org
International Society for the Study of Dissociation www.issd.org
Knowledge Exchange Network www.mentalhealth.org
Internet Mental Health www.mentalhealth.com
Learning Disabilities Association of America www.ldanatl.org
Medscape Psychiatry & Mental Health psychiatry.medscape.com
Mental Health InfoSource www.mhsource.com
Munchausen Syndrome www.munchausen.com
Narcotics Anonymous www.na.org
National Alliance for the Mentally Ill www.nami.org
National Attention Deficit Disorder Association www.add.org
National Center for Health Statistics www.cdc.gov/nchs/
National Center for PTSD www.ncptsd.org
National Clearinghouse for Alcohol & Drug Information www.health.org
National Council on Alcoholism & Drug Dependence www.ncadd.org
National Criminal Justice Reference Service www.ncjrs.org
National Depressive & Manic-Depressive Assoc. www.ndmda.org
National Down-Syndrome Society www.ndss.org
National Eating Disorders Association www.nationaleatingdisorders.org
National Family Caregivers Association www.nfcares.org
National Fragile X Foundation www.fragilex.org
National Institutes of Health www.nih.gov
National Institute of Child Health & Human Development www.nichd.nih.gov
National Institute of Mental Health www.nimh.nih.gov
National Institute of Neurological Disorders & Stroke www.ninds.nih.gov
National Institute on Alcohol Abuse & Alcoholism www.niaaa.nih.gov
National Institute on Drug Abuse www.nida.nih.gov
National Mental Health Association www.nmha.org
National Sleep Foundation www.sleepfoundation.org
National Stroke Association www.stroke.org
Obsessive-Compulsive Foundation www.ocfoundation.org
OC & Spectrum Disorders Association www.ocdhelp.org
Psychwatch www.psychwatch.com
QuitNet (for smokers) www.quitnet.org

Schizophrenics Anonymous www.sanonymous.org
Sexual Disorders www.sexuality.org
Sexual Information & Education Council www.siecus.org
Social Work Access Network www.sc.edu/swan
Society of Biological Psychiatry www.sobp.org
Substance Abuse & Mental Health Services Administration www.samhsa.gov
Thomas Szasz (critic of the DSM) www.szasz.com
Tourette Syndrome Association www.tsa-usa.org
Trichotillomania Learning Center www.trich.org
Veterans Administration www.va.gov