1. Course Description
This course will present the state-of-the-art knowledge and research of mental disorders of adults and the elderly, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Biopsychosocial theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-V) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.

2. Course Content
The DSM-5 system of classifying behavior will be compared with other classification systems, such as PIE. DSM-5 will be examined in light of various conceptualizations of mental health and in the context of broader social work and social science approaches to assessment, particularly those focusing on socio-coal functioning rather than disorder. The reliability of the DSM-5 system, the utility of the system for the purposes of promotion, prevention, treatment or rehabilitation, and the connections between the system and social work and social science constructs will be discussed.

Disorders that will be discussed include: schizophrenia and other psychotic disorders, bipolar disorder, depressive disorder, personality disorders, anxiety disorders, impulse-control disorders, dissociative disorders, somatoform disorders, substance use disorders, and mental disorders of aging such as Alzheimer’s disease and other dementias. The prevalence and incidence of each of these disorders will be reviewed, including their relationship to socio-economic status, race, ethnicity, gender, sexual orientation, and physical disability.

Studies investigating the role of biological factors in the development of these disorders will be examined, as well as the response of these disorders to a variety of medications and other somatic treatments (e.g., light therapy and electroconvulsive therapy). Similarly, studies of environmental factors implicated in the development of these disorders will be reviewed. Moreover, each of the disorders will be discussed in terms of the appropriateness of various psychosocial services, including psychotherapy/counseling, residential, vocational, social, educational, and self-help and mutual aid programs. The role of families and community caregivers in supporting individuals with these disorders will be addressed.
Similar attention will be given to identifying family and environmental factors that may be amenable to modification, thus preventing a relapse. Special attention will be given to understanding the processes by which stigma arises and is perpetuated and to the consequences of stigma. The potential of the mental disorder classification system to generate deviance will be examined. Misuses of the system and their negative consequences will be discussed, especially as they disproportionately affect persons who are not members of the dominant cultural group, including women, racial and ethnic minorities, gay/lesbian/bisexual/transgendered persons, persons with other primary medical conditions, and persons of low socio-economic status. Courses of action available to minimize these misuses will be discussed. Concerns about the unethical and inappropriate use of the DSM-5 system to influence eligibility for services or reimbursement will also be discussed. Prevention will be addressed in relation to each of the disorders. For example, birth difficulties will be discussed in relation to schizophrenia, race in relation to bipolar disorder, loss in relation to depression and dysthymia, and violence in relation to post-traumatic stress syndrome. Internet resources will be used to obtain information about the social justice and change goals and activities of family advocacy and consumer support and empowerment groups.

3. Course Objectives
Upon completion of the course, students will be able to:
1. Assess and diagnose mental health problems in adults and the elderly using DSM 5, PIE, and other widely applied nosological systems.

2. Compare and contrast the utility of the mental disorders diagnostic system with broader social work and behavioral science frameworks focusing on social functioning.

3. Discuss the biopsychosocial aspects of the disorders below in terms of clinical presentation, prognosis, etiology, prevention, treatment, and rehabilitation.

   a. Schizophrenia and other psychotic disorders
   b. Mood disorders (including major depression, bipolar disorder, and dysthymia)
   c. Personality disorders (including anti-social and borderline personality disorders)
   d. Anxiety disorders (including obsessive-compulsive, panic and post-traumatic stress disorders, and phobias)
   e. Mental disorders of aging (including Alzheimer’s and other dementias)
   f. Substance abuse disorders

4. Discuss the impact of culture, race, and the other diversity dimensions described above on the disorder and the person diagnosed with the disorder.

5. Discuss the potential of the mental disorder classification system to generate deviance, and discuss strategies to minimize those risks and combat stigma.

6. Discuss the appropriate use of diagnostic/classification systems and the ethical questions surrounding the use of these systems.

7. Distinguish empirically-based generalizations related to mental disorders from what is
sometimes described as clinical wisdom, often promulgated by prominent figures, and be able to use the scientifically-based literature to search for solutions to problems.

8. Discuss typical value and ethical concerns related to mental health and mental disorders of adults and elderly.

9. Demonstrate knowledge of important theories, research findings, and core concepts related to mental health etiology, epidemiology, assessment, and service delivery to adults and the elderly with mental health problems.

10. Evidence an awareness of current evidence-based treatments for mental health problems afflicting adults and the elderly.

4. Course Design
This course will include lectures, audiovisual materials, guest speakers, internet resources, and written assignments.

4.1 Theme Relation to Multiculturalism & Diversity
This will be addressed through discussions of different patterns of health promotion opportunities and diagnostic practices affecting diverse cultural groups, including persons differing in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation, health status, and SES.

4.2 Theme Relation to Social Justice
This will be addressed through examination of the discrimination experienced by people with mental illness, particularly those from disadvantaged groups. The social justice and social change agenda of family advocacy and consumer support and empowerment groups will be examined as a source of information about needed social changes.

4.3 Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
This will be addressed through the following means: 1) epidemiological studies of the influence of different factors (e.g., poverty) on the prevalence and incidence of particular disorders and their promotion and prevention implications, 2) prevention will also be addressed by an examination of the avoidable negative social consequences of severe mental illness (e.g. homelessness, joblessness, and disrupted educational careers), 3) prevention, still further, will be considered from the point of view of averting the occurrence of disorders through early intervention, 4) treatment will be discussed in terms of the clinical efficacy and service effectiveness of various interventions, and 5) rehabilitation will be considered in the context of the effectiveness of various residential, vocational, social, and educational services for people with mental disorders.

4.4 Theme Relation to Behavioral and Social Science Research
This will be addressed through the review of epidemiological studies dealing with: the frequency and distinguishing characteristics of those who experience particular disorders;
controlled trials of various interventions including medication, intensive outreach services, social skills training and psychoeducational services; and follow-up surveys of persons affected by the disorders.

4.5 Relationship to SW Ethics and Values
This course will emphasize working on behalf of the most disadvantaged persons with mental disorders. Special emphasis will be placed on advocacy and environmental modifications. The potential harm associated with classification will be discussed as will ethically questionable practices that have arisen as the DSM 5 has been embedded in insurance reimbursement and service eligibility policies. Issues related to person-centered mental health practice, client self-determination, confidentiality, dignity, HIPPA, duty to warn, and associated legal, ethical, and value concerns will also be addressed.

4.6 Intensive Focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

5. Summary of Assignments & Evaluation

5.1 Final grade criteria
5.2 The final grade for this course will be based on the following scheme:
Points Earned
A+ 100
A  95-99
A-  90-94
B+  86-89
B  83-85
B-  80-82
C+  77-79
C  74-76
C-  70-73
D+  67-69
D  64-66
D-  60-63

Online Quizzes (10 points)
Online quizzes will include material covered in the readings, and class lectures. The format of the quiz will include, multiple choice, true/false, and short-answer. The tests will be no longer than 60 minutes, probably less than 30 minutes and will be offered in a
closed time frame. The test is open book and you will have access to all power points and materials. If you fail the quiz, you may have another opportunity to take the quiz again. Quizzes must be taken during the assigned week.

**In class test** (30) A graded quiz will be held in class and will cover material from the readings and class lectures. The format of the quiz will include short answer and multiple choice.

**Comprehensive biopsychosocial assessment** with mental status examinations (MSE) and DSM 5 diagnosis (30 points)

For each set of mental disorders covered in the class, clinical vignettes will be presented which serve as a basis for skill development and class discussion. Students are required to use these activities as the basis for writing a complete mental status evaluation and a biopsychosocial assessment. Check list of symptoms will not be accepted. Also, you may use your placement format for guidance, but must follow the formatted outline presented in class. Students are encouraged to use real client information, or a vignette from another source. If real client information is used, it is absolutely critical that all identifying information is masked. Examples will be reviewed in class. If you are not currently working with clients, please discuss possible alternatives. Alternatives must be approved. One option may include the analysis with biopsychosocial assessment of a character in a movie.

**Research assignment - A concept paper** (30 points)

Choose a concept or topic discussed in lecture or readings that you would like to learn in more depth. For example: Culture and mental illness; attachment styles in adults and mental health/illness; grief and depression; use of psychotropic medication with the elderly; intergenerational transmission of mental illness; the impact of culture and ethnicity, race, gender, poverty as contexts for health and illness, resiliency and risk; the incidence of suicide in certain populations and sociocultural influences. In this paper present an overview/definition of the concept you have chosen drawing from research literature and more theoretical aspects of the topic. Discussion of the complementary or conflicting theories, research, and explanations should be included.

Or, you may discuss a case of a client with both categorical and descriptive analysis and discussion. This paper should include a biopsychosocial assessment, review of the literature on the diagnosis and on risk and protective factors. Include epidemiology (how common does this disorder occur and what groups are at greatest risk), etiology (what are the major biopsychosocial theories/explanations for the cause(s) of disorders), clinical features and differential diagnosis, sociocultural influences. Please disguise your case material by using pseudonyms and otherwise avoid identifying information to protect confidentiality. This cannot be the same case material used in the assessment assignment.

Read at least 8 references regarding the concept or clinical assessment. You may use electronic journals, scholarly and research journals, book chapters and clinical books. **Do not use** websites, wikipedia, google, or other popular media discussions of the topic.
Please use APA standard manuscript writing. Your research citations can be noted at the end of the discussion of the topic, and then cited in the bibliography. Please use introductory and concluding paragraphs, an overview and definitions of your topic, discussion of research and current theory, summarization and analysis of your findings and implications for social work practice.

**Extra credit:** Movie (up to 5 points)
Select a movie that portrays a psychiatric disorder or a substance use disorder that will be covered in this course. The movie can be a fictional or non-fictional portrayal of an individual with a particular disorder. Comedies are not allowed. The ideal film or book is one that offers at least a somewhat realistic portrayal of a disorder, even if it has some flaws or inaccuracies. A list of films will be provided to guide your selection. Students will be responsible for making an informed decision whether the selected movie is appropriate for the assignment.

**Texts and Course Materials**
This course will draw from various texts, because many texts will begin revisions in 2013 and 2014 to allow changes as a result of the DSM 5, I am not requiring the purchase of any text book. I have uploaded various chapters to the Ctools site. One disadvantage is that the formatting for the various chapters will not be consistent. If you have access to Kaplan and Sadock’s Synopsis of Psychiatry (10th edition), or Hales, Ydofsky and Gabbard’s Essentials of Psychiatry (3rd edition) you may use these for readings on all diagnostic categories. If you would like to purchase one of these texts, they are available through Amazon books online. Essentials of Psychiatry is the most current text.

Readings will draw from the following texts:


Diagnostic Manual of Mental Disorders or DSM 5 can be obtained in electronic format via the University library system. A link is provided in Ctools. Or may be purchased through the American Psychiatric Association at [www.aapi.org](http://www.aapi.org)

**It is expected that students will read all required readings and participate in class discussion.**
6. Course policies

6.1 Attendance
Students who miss more than two classes will receive a full letter grade deduction. This policy will be modified for students only under exceptional circumstances. Students should refer to a peer to obtain information that was missed due to tardiness or an absence or contact the instructor during office hours.

6.2 Academic integrity
All students are expected to know and comply with the academic integrity policies of the University of Michigan and School of Social Work. All suspected violations will be referred to the Associate Dean for Educational Programs.

Class Schedule and Readings

Class 1: Class introduction, January 14, 2014
Biopsychosocial paradigm and knowledge base; neuroscience of human relationships; four functions of culture; resiliency, protective processes and prevention. Review of attachment theory and assessment will begin and continue through the first 3 classes.

Power point on Ctools. Required readings in Resources in CTools.

Required Readings:

Power point on Ctools - Attachment theory and practice through the life span

Suggested Readings:

Class 2: Assessment and Diagnosis, January 21, 2014

Required readings:
Cooper, Granacie & Lesser., Clinical Social Work Practice Chapter 4 - The Psychosocial Study
DSM 5 pp. 817-831 – Glossary
Comprehensive outline of biopsychosocial assessment on Ctools
Suggested Reading:
Kaplan & Sadock, Chapter 7.

**Class 3:** Classification & DSM Introduction, January 28, 2013

**Required Readings:**
Psychology Today 12-02-2012: DSM 5 is Guide Not Bible – Ignore Its Ten Worst changes
Power point on Ctools (revision in process)
Suggested readings:
Illusions of Psychiatry document in Ctools

**Online quiz January 28 – February 3, 2012**

**Class 4:** Anxiety Disorders and Obsessive-Compulsive Related Disorders
February 4, 2012

**Required readings:**
Hales, Yodofsky & Gabbard. Essentials of Psychiatry, Chapter 7 on Ctools
DSM 5 pp. 189-233 Anxiety Disorders
DSM 5 pp. 235 - 264

**Class 5:** Trauma- and Stressor-Related Disorders, Dissociative Disorders
February 11 2014

**Required readings:**
Solomon & Siegel. Healing Trauma: attachment, mind, body, and brain. Chapter 4, van der Kolk Posttraumatic Stress Disorder and the Nature of Trauma.
DSM 5 Trauma- and Stressor Related Disorders pp 265 – 290.
Power point on Ctools

**Class 6:** Substance Related and Addictive Disorders, February 18 2014

**Required Readings**
Sadock: Chapter 12
DSM 5 Substance Related and Addictive Disorders, pp. 481- 589
Power point on Ctools. SUDS 1 and 2.

**Class 7:** In-class test, February 25, 2014

**Spring Break**

**Class 7:** Bipolar and Related Disorders and Depressive Disorders, March 11, 2014

**Required readings:**
Sadock: Chapter 15
DSM 5 Bipolar and Related Disorders, pp. 123 – 154
DSM 5, Depressive Disorders, pp. 155 – 188.
Power point on CTools
Class 8: Schizophrenia, March 18, 2014
Guest lecturer: Hennie Warren, LMSW, Deputy Director, Detroit Central City CMH

Required readings:
Power point on Ctools

DSM 5 – Schizophrenia Spectrum and Other Psychotic Disorders, pp. 87 - 122

Final Draft of Comprehensive Assessment Due by March 18, 2014

Online Quiz March 18 – March 24, 2014

Class 9: Personality Disorders, March 25, 2014

Required readings
Hales, Yodofsky, and Gabbard, Essentials of Psychiatry, Chapter 11.
DSM 5 – Personality Disorders, pp 645-684
DSM 5 – Alternative DSM-5 Model for Personality Disorders, pp761 – 781.
Power point in Ctools

Class 10: Eating Disorders, April 1, 2014

Required readings:
Introductory Textbook of Psychiatry, Chapter 12
DSM-5 Eating disorder, pp. 329-354

Class 11: Neurocognitive Disorders, April 8, 2014
Guest lecturer: Beth Spencer, LCSW

Required readings:
DSM-5 Neurocognitive Disorders – pp. 591-645
Power point on Ctools

Class 12: Psychopharmacology; Disruptive, Impulse-Control, and Conduct Disorders April 15, 2014

Required reading:
DSM-5 pp. 461-480.
Power point in Ctools

Concept paper due April 15, 2014.

Class 13: Somatic Symptom and Related Disorders, April 22, 2014

Required reading:

Class discussion of Professional Development, Licensing and Supervision