SW 606: Mental Health and Mental Disorders of Adults and Elderly
Mondays 6-9 pm-Winter 2016

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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 (DSM 5) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.

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 social 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: Neurodevelopmental Disorders, Neurocognitive Disorders, Schizophrenia Spectrum and other Psychotic Disorders, Medication-Induced Movement Disorders and Other adverse Effects of Medication, Bipolar and Related Disorders, Depressive Disorders, Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma- and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders, Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria, Disruptive/Impulse-Control, and Conduct Disorders, Substance-Related and Addictive Disorders, Personality Disorders, and other Mental Disorders.
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, 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.

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-IV, PIE, and other widely applied nosological systems (the branch of medical science dealing with the classification of diseases).
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 listed above in terms of clinical presentation, prognosis, etiology, prevention, treatment, and rehabilitation.
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.

Course Design: This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examine sources of power and knowledge related to Mental Health and Mental Disorders of Adults and Elderly. It will include lectures, audiovisual materials, guest speakers, internet resources, and weekly Journal assignments.

Required Course Text: The Diagnostic Manual of Mental Disorders or DSM 5 can be obtained in electronic format via the University library system. To do so go to mirlyn.lib.umich.edu and search for “DSM 5” or go to http://mirlyn.lib.umich.edu/Record/012353711. Under “holdings”, look for “Electronic Resources”. Click on “Available Online”. Or a copy may be purchased on your own. (All other readings will be posted on Canvas)

Optional Course Texts (are not required, but may enhance your learning):

Instructor Style: This class is organized around principles of adragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media.

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.

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.

Theme Relation to Promotion, Prevention, Treatment and 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.
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.

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.

Intensive Focus on PODS (Privilege, Oppression, Diversity and Social Justice): This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate 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 apply PODS learning.

Accommodations for students with disabilities: If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to http://www.umich.edu/~sswd/

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn PriceReed(ndp@umich.edu); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using ssw.wellness@umich.edu. The MSW student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf

Student Mental Health and Wellbeing Services: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during
and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Jorge Delva.

Campus Commitment: A respectful, supportive, and welcoming environment are necessary for student learning. The University of Michigan has developed a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

IMPORTANT COURSE POLICIES

Attendance: as an advanced practice course, it is important that you attend each class session. Participation and class attendance are professional responsibilities. The class sessions involve skill development experiences that go beyond course readings. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. It is especially helpful when we share examples from our experiences (field and others). Also, feel free to draw on current events and literature related to course topics in order to promote our learning.
If for any reason you miss more than one session, your participation grade will be lowered ten points for each session unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a written make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, include a three-page paper on information learned, and should involve three or more hours of effort.

**Assignment Extensions:** are only given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments or if a due date conflicts with student observance of a religious holiday. Inability to balance the requirements of other courses with the due dates of assignments for this course will not qualify as a hardship in which an assignment extension will be granted. If a student is struggling with school/life/work balance they are encouraged to reach out to me and other university resources for support. Concerns over lack of access to computers and other resources needed to complete assignments will also not warrant assignment extensions. If a student needs support with access to computers and other resources they are encouraged to reach out to me and other university support systems in a timely manner. Late assignments will receive a five point deduction for each day the assignment is late.

**Incomplete:** a student may receive a grade of Incomplete (“I”) only if the coursework remaining to be done by the end of the semester is small and the instructor approves an extension for completing the unfinished work. Please note the notation of “I” remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade will appear on the transcript as, for example, “I B+.” The grade point average is based only on hours of coursework completed. To receive an Incomplete for this course the student must formally request an incomplete from the instructor prior to the final week of classes. The student must demonstrate that an incomplete is warranted and that they will successfully complete course goals and objectives in an appropriate time frame. A written plan for completing course work must be submitted and approved the final week of classes.

**Technology in the Classroom**

Laptops are NOT allowed. I have found that they cause too much distraction and/or distraction temptation, for both user and non-user classmates. If you need to utilize a laptop during class due to a (dis)ability or special circumstance, please let me know. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that ALL phone activity (texting included) takes place outside the classroom. Texting inside the classroom will result in the class participation portion of your grade being lowered.

**ASSIGNMENTS**

**BIOPSYCHOSOCIAL ASSESSMENT:** This assignment will introduce students to the use of a Biopsychosocial Assessment. The first part of the assignment will be completed in class. Students will pair with a partner. One partner will role play the part of a client seeking services. This role will be based on a scenario provided by the instructor. The other partner will act as the clinician and complete a Biopsychosocial Assessment with the client seeking services. Once finished, partners will switch roles so both are able to complete a Biopsychosocial Assessment as the clinician. Part two of the assignment will be to complete a Mental Health Status Exam and Initial Diagnostic Impression based on the assessment.
WEEKLY JOURNAL ENTRY: Each week, students will summarize and process weekly Journal Readings on Canvas. Journal Entries may be in written, video, or audio format and are worth five points each. Students will answer the following questions in their journal response:

- Who is the author?
- What is their field and affiliation?
- What are the main arguments?
- What is the evidence that supports these?
- What are the reading’s conclusions?
- What do you think about the arguments, evidence, and conclusions?
- What are the weaknesses of these arguments, evidence, and conclusions?
- How does (or how could) the author respond to these weaknesses, and to your own criticisms?
- What are your “take-aways” from this reading?

(If journal entry is written, it should not exceed three pages, double-spaced. Video Journal Entries should not exceed 5 minutes in length)

IN-CLASS MID-TERM PRACTICE QUIZ: For this quiz students will review a scenario. Then, in small groups they will complete a diagnostic impression with a Mental Health Status Exam (MSE). Then as a class we will discuss the diagnostic impression with MSE results, that should have been given for the client and why.

MID-TERM TAKE-HOME EXAM: Students will complete a mid-term take home exam that will include several scenarios. For each scenario, students will list key or clarifying questions they would ask each client during an initial interview and why they would ask these questions and create a diagnostic impression including a Mental Health Status Exam (MSE).

IN-CLASS FINAL PRACTICE QUIZ: For this quiz students will review a scenario. Then in small groups they will complete a diagnostic impression and a Mental Health Status Exam (MSE), indicate any cultural considerations present, develop a comprehensive assessment, and make recommendations for treatment and other appropriate supports. Then as a class we will discuss the diagnostic impression, MSE results, and treatment recommendations that should have been given for the client and why.

FINAL TAKE-HOME EXAM: Students will complete a final take home exam that will include several scenarios. For each scenario, students will list key or clarifying questions they would ask each client during an initial interview and why they would ask these questions, create a diagnostic impression including a Mental Health Status Exam (MSE), indicate any cultural considerations present, develop a concise comprehensive assessment, and make recommendations for treatment and other appropriate supports.

OPTIONAL EXTRA CREDIT ASSIGNMENT: Select a movie or book 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. Students will be responsible for making an informed decision whether the selected movie or book is appropriate for the assignment. In a three to five page APA formatted paper students will:
Discuss the accuracy of the portrayal of mental illness or substance abuse—How is the character shown to be mentally ill? Be specific, how is the illness communicated to viewers and to other actors in the film? Does the film say what the condition is? What are the “typical” symptoms and how are they displayed.

Discuss treatment recommendations—How is the illness “treated” in the movie or book? What are the other treatments available? (Especially if this movie is older, are there new therapies?)

Pick one of the three following points to address, choose one that applies to your film—
Professional ethics: How are the therapists or practitioners depicted? How are these professionals helping or hurting the situation? What is the purpose of depicting mental health care professionals in this light?
Perpetuation of stigma: What are the false statements or depictions of mental illness in the film? Are there accurate depictions? How do you know? Why are aspects of illness so misrepresented?
Attitude change: How did characters in the film change over time in their attitudes towards mental illness? How did this film change your attitude about the depicted illness?

(psychologybhs.wikispaces.com/Movie Assignment)

Course Grading:

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<th>Assignment</th>
<th>Points</th>
<th>Format</th>
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<td>Individual</td>
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<td>Weekly Journal Entry</td>
<td>55</td>
<td>Individual</td>
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<td>In-Class Mid-Term Practice Quiz</td>
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<td>Group</td>
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<td>Mid-Term Take-Home Exam</td>
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<td>Individual</td>
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<td>In-Class Final Practice Quiz</td>
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<td>Final Take-Home Exam</td>
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<td>Class Participation</td>
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<td>Optional Extra Credit Assignment</td>
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<td>TOTAL POINTS</td>
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Grading Scale

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Course Outline

January 11, 2016 (Session One)

- Introductions
- Course Introduction and Syllabus Review
- Introduction to Diagnostic Systems: ICD-10, DSM-5, PIE
Journal Readings:

1. DSM 5, Section I pages 5-25

January 18, 2016 (No Class-MLK Day)

January 25, 2016 (Session Two)

- Diagnostic Systems: DSM-5 and PIE Continued
- Review of:
  - Attachment Theory
  - Life-Span Development
  - Transference and Countertransference
  - Ego Development
  - Object Relations

Journal Readings:

6. DSM 5, Section II: Other Conditions That May Be a Focus of Clinical Attention

February 01, 2016 (Session Three)

- Diagnostic Focus: Conducting Biopsychosocial Assessments with Adults and the Elderly
  - How to develop an Initial Diagnostic Impression
  - Documenting a Mental Status Exam
- **Complete in-class portion of Biopsychosocial Assessment Assignment**

Journal Readings:


Handouts:

Biopsychosocial Case Examples w/ corresponding DSM 5 diagnostic criteria
February 08, 2016 (Session Four) **Biopsychosocial Assessment Assignment Due**

- Diagnostic Focus: Bipolar and Related Disorders; Depressive Disorders; Sleep-Wake Disorders
- Guest Speaker

**Diagnostic Readings:**
- Bipolar and Related Disorders-DSM-5—pages 123-154
- Depressive Disorders-DSM-5—pages 155-188
- Sleep-Wake Disorders - DSM-5—pages 361-422

**Journal Readings:**

February 15, 2016 (Session Five)

- Diagnostic Focus: Trauma- and Stressor-Related Disorders, Dissociative Disorders, Somatic Symptom and Related Disorders

**Diagnostic Readings:**
- Trauma- and Stressor-Related Disorders -DSM-5—pages 265-290
- Dissociative Disorders -DSM-5—pages 291-308
- Somatic Symptom and Related Disorders- DSM-5—pages 309-328

**Journal Readings:**

February 22, 2016 (Session Six)

- Diagnostic Focus: Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Disruptive/Impulse-Control, and Conduct Disorders

**Diagnostic Readings:**
- Anxiety Disorders -DSM-5—pages 189-234
- Obsessive-Compulsive and Related Disorders -DSM-5—pages 235-264
- Disruptive/Impulse-Control, and Conduct Disorders - DSM-5—pages 461-480
Journal Readings:

February 29, 2016 (No Class—Winter Break Begins)

March 07, 2016 (Session Seven)
- Diagnostic Focus:
- IN-CLASS MID-TERM PRACTICE QUIZ
- TAKE-HOME MID-TERM SCENARIOS HANDED-OUT AT END OF CLASS

Journal Readings:

March 14, 2016 (Session Eight) MID-TERM DUE ON CANVAS BY 6:00 PM
- Diagnostic Focus: Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunctions, Gender Dysphoria,

Readings:
- Feeding and Eating Disorders-DSM-5—pages 329-354
- Elimination Disorders -DSM-5—pages 355-360
- Sexual Dysfunctions -DSM-5—pages 423-450
- Gender Dysphoria - DSM-5—pages 451-460
March 21, 2016 (Session Nine)
- Diagnostic Focus: Neurodevelopmental Disorders, Neurocognitive Disorders, Schizophrenia Spectrum and other Psychotic Disorders, Medication-Induced Movement Disorders and Other adverse Effects of Medication,

Diagnostic Readings:
- Neurodevelopmental Disorders - DSM-5 — pages 31-86
- Neurocognitive Disorders - DSM-5 — pages 591-644
- Schizophrenia Spectrum and other Psychotic Disorders - DSM-5 — pages 87-122
- Medication-Induced Movement Disorders & Other adverse Effects of Medication - DSM-5 — pages 709-714

March 28, 2016 (Session Ten)
- Diagnostic Focus: Substance-Related and Addictive Disorders,

Diagnostic Readings:
- Substance-Related and Addictive Disorders - DSM-5 — pages 481-591

April 04, 2016 (Session Eleven)
- Diagnostic Focus: Personality Disorders; Other Mental Disorders.

Diagnostic Readings:
- Personality Disorders - DSM-5 — pages 645-684
- Other Mental Disorders - DSM-5 — pages 707-708

April 11, 2016 (Session Twelve)
- Diagnostic Focus: SOAP Notes
- Celebrate Accomplishments
- IN-CLASS TAKE-HOME FINAL PRACTICE QUIZ
- TAKE-HOME FINAL SCENARIOS HANDED-OUT AT END OF CLASS

April 18, 2016 (Classes End for the Semester)
TAKE-HOME FINAL DUE ON CANVAS BY 6:00PM ON WEDNESDAY, APRIL 20, 2016