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-Fourth Edition (DSM-IV) 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-IV system of classifying behavior will be compared with other classification systems, such as PIE. DSM-IV 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-IV 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, mood disorders, 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-IV 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-IV, 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 demen-
tias).

f. substance abuse disorders

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

5. Discuss the potential of the mental disorder classification system to gen-
erate 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-IV 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

The final grade for this course will be based on the following scheme:

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<td>A-</td>
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Exam I (30% of the course grade)

This exam will include all material covered in the first part of the course. Material will be drawn from all the assigned readings, class lectures, and other class-related activities. The format of the exam will include (but is not necessarily limited to) the following types of questions: multiple choice, true/false, short-answer, and essay.
Exam II (30% of the course grade)
This exam will include all material covered in the first AND second part of the course. Material will be drawn from all the assigned readings, class lectures, and other class-related activities. The format of the exam will include (but is not necessarily limited to) the following types of questions: multiple choice, true/false, short-answer, and essay.

Movie Review (20% of the course grade)
Refer to CANVAS for a full description.

Review of Clinical Assessment (20% of the course grade)
Refer to CANVAS for a full description.

Extra credit
The instructor will offer opportunities to earn extra credit at various times throughout the semester. These opportunities will be offered to the class as a whole.

6 Texts and Course Materials
The course will rely on one book that will need to be purchased:

   Essentials of Psychiatric Diagnosis, Revised Edition: Responding to the Challenge of DSM-5 by Allen Frances.

   This course will be oriented DSM-IV-TR. A physical hardcopy is optional, as the full version of the manual is available to students through the UM Library system, and the required readings for each week are posted as PDF’s.

7 Course schedule and readings
The entire course schedule is provided on CANVAS, along with the schedule of required readings. The instructor can make changes to the required reading list up to 2 weeks before the class meeting date. No changes will be made to the exam dates.

8 Course policies
8.1 Attendance
Students who miss more than two class 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.

### 8.2 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.