Course title: Mental Health and Mental Disorders in Adulthood
Course #/term: SW 606, 003, WN, 2019
Time and place: Monday, 6:00PM – 9:00PM, 3752 SSWB
Credit hours: 3 credit hours
Prerequisites: No credit in SW 606 or permission of the instructor
Instructor: Anao Zhang, Ph.D., LCSW, ACSW, ACT
Pronouns: He / Him / His
Contact info: Email: zhangan@umich.edu  Office Number: 734-647-6787
Office: 3704 SSWB [map here]
Office hours: Mondays, 5:00PM – 5:45PM, or by appointment

1. Course Statement

a. 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.

b. 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.

c. **Course objectives and competencies**

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. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
2. Compare and contrast the utility of the mental disorders diagnostic system with broader social work and behavioral science frameworks focusing on social functioning. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
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 (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)  
4. Discuss the impact of culture, race, and the other diversity dimensions described above on the disorder and the person diagnosed with the disorder. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)  
5. Discuss the potential of the mental disorder classification system to generate deviance, and discuss strategies to minimize those risks and combat stigma. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)  
6. Discuss the appropriate use of diagnostic/classification systems and the ethical questions surrounding the use of these systems. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)  
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. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)  
8. Discuss typical value and ethical concerns related to mental health and mental disorders of adults and elderly. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)  
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. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)  
10. Evidence an awareness of current evidence-based treatments for mental health problems afflicting adults and the elderly. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)  

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

e. Curricular themes
Theme in relation to multiculturalism & diversity 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 in relation to social justice 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 in relation to promotion, prevention, treatment & rehabilitation 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 in relation to behavioral and social Science research 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.

f. Relationship to social work 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.

g. 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
2. Class Requirements

a. Text and class materials

**IMPORTANT STATEMENT:** To fully engage in classroom learning and become a competent and skilled social work practitioner, students are expected to complete all required readings and engage in classroom discussions. All lectures and class activities aim to facilitate the reflection and application of reading, rather than repeating the required reading. Therefore, it is important for all students to finish their reading requirements before coming to the class and to be prepared for classroom discussions.

**Required text:**
   
   Note: A 7th edition of this text book can also be used for this class and is available through the University of Michigan Library at:
   

   
   This full text is available through the University of Michigan Library at:
   

**Optional text:**
   
   If you plan to purchase this text, please make sure that you obtain the 4th edition of the book as there were major updates in the latest version. The text can be purchased at:
   
   [https://www.amazon.com/Clinical-Assessment-Social-Workers-Quantitative/dp/0190656433/ref=pd_lpo_sbs_14_t_0?_encoding=UTF8&psc=1&refRID=R5H0R5RWZ1QEZTA4Q2NR](https://www.amazon.com/Clinical-Assessment-Social-Workers-Quantitative/dp/0190656433/ref=pd_lpo_sbs_14_t_0?_encoding=UTF8&psc=1&refRID=R5H0R5RWZ1QEZTA4Q2NR)

**Other readings:**

All other reading materials will be posted on Canvas at least two weeks in advance.
b. Class schedule

Below provides a *brief* outline of the entire semester. A full course schedule is provided on Canvas both in the Syllabus section and in the Course Module section. Minimal changes, if any, will be made to required readings up to 2 weeks before the class meeting date. No changes will be made to the exam dates or the assignment due dates.

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Readings &amp; Assignments¹</th>
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Tv8 Chap. 1, 2, 4, 5  
*or* Tv7 Chap. 1, 3, 4  
Tv7 users read Tv8 Chap. 2  
DSM-5, pp. 5 – 25  
[O] Franklin Chap. 1 |
| W2 Jan. 21st | Lesson 2: Schizophrenia and medication induced disorders                  | DSM-5, pp. 87 – 122  
DSM-5, pp. 709 – 714  
Tv8 Chap. 6  
*or* Tv7 Chap. 5  
[O] Franklin Chap. 2 |
| W3 Jan. 28th | Lesson 3: Depressive disorders, bipolar and related disorders            | DSM-5, pp. 123 – 188  
Tv8 Chap. 7 and Chap. 8  
*or* Tv7 Chap. 6 and Chap. 7  
[O] Franklin Chap. 3 |
| W4 Feb. 4th  | Lesson 4: Anxiety disorders, and Obsessive-Compulsive and Related Disorders | DSM-5, pp. 189 – 233  
DSM-5, pp. 235 – 264  
Tv8 Chap. 9 and Chap. 10  
*or* Tv7 Chap. 8 and Chap. 9  
[O] Franklin Chap. 4 |
| W5 Feb. 11th | Lesson 5: Substance use disorders                                        | DSM-5, pp. 481 – 589  
Tv8 Chap. 18 and Chap. 19  
*or* Tv7 Chap.17 and Chap. 18  
[O] Franklin Chap. 5 |
<p>| W6 Feb. 18th | Lesson 6: Mid-term exam review                                           | Study for mid-term exam                           |
| W7 Feb. 25th | Lesson 7: Mid-term exam – closed book + case diagnosis                   | GOOD LUCK!                                         |
| W8 Mar. 4th  | Spring Break                                                             | Happy Spring Break! ☺                              |</p>
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<tr>
<th>Date</th>
<th>Lesson</th>
<th>Text and Sources</th>
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<td>TV8 Chap. 11 and Chap. 12 or TV7 Chap. 10 and Chap. 12</td>
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<td>[O] Franklin Chap. 6</td>
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<td>TV8 Chap. 10 and Chap. 13 or TV7 Chap. 9 and Chap. 11</td>
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<td>[PDF] Impulse Control Disorders</td>
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<td>W11 Mar. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lesson 10: Neurocognitive and other disorders (sexual dysfunctions, paraphilic disorders, gender dysphoria)</td>
<td>DSM-5, pp. 591 – 644</td>
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<td>TV8 Chap. 20</td>
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<td>[O] Franklin Chap. 8</td>
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<td>W12 Apr. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Lesson 11: Personality disorders</td>
<td>DSM-5, pp. 645 – 684</td>
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<td>TV8 Chap. 20</td>
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<td>[O] Franklin Chap. 9</td>
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<td>W13 Apr. 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lesson 12: Final exam review</td>
<td>Study for final exam</td>
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<td>W14 Apr. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lesson 13: Final exam, closed book</td>
<td>GOOD LUCK</td>
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<tr>
<td>W15 Apr. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Lesson 14: Feeding and eating disorders and Final class.</td>
<td>It’s time to CELEBRATE!</td>
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1. TV8 = Beidel Text version 8; TV7 = Beidel Text version 7; [O] stands for Optional; Franklin refers to the Jordan & Franklin optional textbook; [PDF] stands for PDF documents uploaded to Canvas site.

c. Assignments (90% + 5% extra credit)

This course has four major assignments/exams: (1) Peer developed exam questions, (2) mid-term exam (including an in-class closed-book exam and a take-home case diagnosis), (3) close book final exam, and (4) a final group project. *Instructions and rubrics for all assignments/exams will be posted on Canvas at least 4 weeks before the due date. Please make sure that you use the instructions and rubrics posted on canvas to prepare your assignments and exams.* A brief description for each assignment is presented below:
(1) **Peer developed exam questions (10%)**  
Depending on the final class size, students will be divided into groups of three or four and each group will focus on a specific diagnostic group to develop exam items. The rationale of this assignment is that making test items for others can be an effective learning experience for those who develop these items.  
In completing this assignment, each group will submit a pool of 20 questions that include 10 True or False questions and 10 multiple choice questions. Along with each question, a rationale supporting the development of that question is required.  
In addition to submitting 20 questions, each group will also conduct a 15-minute review presentation for the class during mid-term and final exam review period.

(2) **Closed-book mid-term exam (25%) and take-home case diagnosis (10%)**  
This assignment contains two parts: (1) closed book in-class exam and (2) take-home case diagnosis. The closed-book in-class exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on Feb. 25th, 2019. Students will have up to 2.5 hours to complete the exam. The mid-term exam review session will occur one week before the exam day.  
The take-home case diagnosis will be released before noon on Feb. 24th, 2019. The case diagnosis assignment will contain three clinical cases. Students are expected to provide a “psychiatrist-ready” diagnostic report for each case. The students will have one week to work on the three cases.

(3) **Closed-book final exam (25%)**  
The closed-book final exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on Apr. 15th, 2019. Students will have up to 2.5 hours to complete the exam. The final exam review session will occur one week before the exam day.

(4) **Final group project (20%) + 5% extra credit**  
The final group project will be released no later than Apr. 8th, 2019. The group project will be similar to the mid-term case diagnosis assignment but instead, a group of three or four students will work together on three cases. Each group will make one submission of a “psychiatrist-ready” diagnostic report for each case. This final project is due on Apr. 25th, 11:59PM.  
Each student will have the opportunity to submit a 2-page evidence-based practice recommendation for one of the cases for extra credit. The recommendation is due on Apr. 25th, 11:59PM.
Assignment and Exam Due Date

| Assignment/Exam                        | Due date                                      | %  
|----------------------------------------|-----------------------------------------------|------
| Peer developed exam questions          | Due date vary, see canvas for more detail     | 10%  
|                                        | Submission on Canvas                          |      |
| Mid-term exam, closed book             | Feb. 25th, 2019, 9:00PM                      | 25%  
|                                        | Submission in classroom, hard copy            |      |
| Mid-term exam, case diagnosis          | Mar. 4th, 2019, 11:59PM                      | 10%  
|                                        | Submission on Canvas                          |      |
| Final exam, closed book                | Apr. 15th, 2019, 9:00PM                      | 25%  
|                                        | Submission in classroom, hard copy            |      |
| Final group project                    | Apr. 25th, 2019, 11:59PM                     | 20%  
|                                        | Submission on Canvas                          |      |
| Final group project extra credit       | Apr. 25th, 2019, 11:59PM                     | 5%   
|                                        | Submission on Canvas                          |      |

1. % means percentage of this assignment accounted for in your final grade. All assignments and exams combined constitute up to 90% of the final grade and a 5% extra credit.

d. Attendance and class participation (10% plus 3% extra credit)

In accordance with the school’s Policy on Class Attendance, students are expected to attend all of the scheduled classes. However, the instructor understands that graduate study can be at times stressful and we may have to miss one class to address other important life matters. Therefore, every student will have one “no excuse absence” for this course. In other words, every student can miss one class without informing the instructor, which will not impact their final grades.

Every student will have up to three “excused absence” for this course without impacting their final grades. An “excused absence” requires (1) notifying the instructor at least 72 hours (3 days) in advance, and (2) explaining the reason(s) of skipping the class. The instructor will respond within 24 hours informing the student if an “excused absence” is granted. Absence requests made within 72 hours (3 days) before the class are typically not considered as an “excused absence” unless otherwise determined by the instructor. For each absence notified within 72 hours (3 days) before the class, one point will be taken from a student’s participation score. If a student skips a class without notifying the instructor, three points will be taken from a student’s participation score. Missing more than three classes without the instructor’s permission will result in an “F” (fail) in a student’s final grade for this course.
Punctuality is expected of all students. If a student attends all classes on time (sign-in before 6:00PM), she/he will obtain a 3% extra credit for punctuality. If a student is late for more than 15 minutes, 0.5 point will be taken from her/his participation score unless the instructor is aware of the lateness 12 hours in advance. If a student is late for more than 45 minutes, one point will be taken from a student’s participation score. **Being late for more than 45 minutes for five or more classes will result in an “F” (fail) in a student’s final grade for this class.**

**e. Grading**

Grading policy of this class closely follows the [Policies on Grades in Academic Courses and in Field Instruction](#). Grading for this course follows the following criteria:

- $99\% ~ 108\% = A^+$
- $87\% ~ 89\% = B^+$
- $77\% ~ 79\% = C^+$
- $67\% ~ 69\% = D^+$
- $94\% ~ 98\% = A$
- $84\% ~ 86\% = B$
- $74\% ~ 76\% = C$
- $64\% ~ 66\% = D$
- $90\% ~ 93\% = A^-$
- $80\% ~ 83\% = B^-$
- $70\% ~ 73\% = C^-$
- $60\% ~ 63\% = D^-$

* Class failed / no credit: 73 and below. A score lower than 60% would receive an F for the class.

Students are strongly encouraged to communicate with the instructor regarding questions, comments and concerns about their grades before using other approaches. To grieve grades, a student can follow the procedures listed in the Student Grievance Procedures. Other resources related to the school’s grading policies include the Policy for Grading in Special Circumstances and the Testing and Grading page from the Center for Research on Learning and Teaching (CRLT).

**Late Assignments / Exams.** In principle, late assignments or exams are not acceptable in this class. If you foresee challenges to submit an assignment or to attend the mid-term and/or final exam, a formal request on Canvas or through E-mail needs to be made to the instructor at least 72 hours (3 days) in advance of the due date. The student is expected to meet with the instructor to discuss reasons for an extension or an alternative exam date. Any request for late assignments or exams within 72 hours (3 days) of the due date will not be accepted unless under special circumstances at the discretion of the instructor.

**f. Classroom Conduct and Class Communication**

The instructor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex,
physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time sensitive.

**Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism