



# SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

<b>Course title:</b>	Mental Health and Mental Disorders in Adulthood
<b>Course #/term:</b>	SW 606, 001, SS, 2019
<b>Time and place:</b>	Monday, 6:00PM – 10:00PM, 3816 SSWB
<b>Credit hours:</b>	3 credit hours
<b>Prerequisites:</b>	No credit in SW 606 or permission of the instructor
<b>Instructor:</b>	<b>Anao Zhang</b> , Ph.D., LCSW, ACSW, ACT
<b>Pronouns:</b>	He / Him / His
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<b>Office hours:</b>	Mondays, 5:00PM – 5:45PM, or by appointment

## 1. Course Statement

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### 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

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### 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:***

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> Edition)*. Washington, DC.

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

[https://search.lib.umich.edu/catalog/record/012353711?query=DSM-5&utm\\_source=MLibrary](https://search.lib.umich.edu/catalog/record/012353711?query=DSM-5&utm_source=MLibrary)

2. Jordan, C., & Franklin, C. (Eds.). (2016). *Clinical assessment for social workers: Quantitative and qualitative methods (4<sup>th</sup> Edition)*. Oxford University Press. (**Note:** previous versions of this book is **not** acceptable as the 4<sup>th</sup> Edition included major revisions)

#### ***Other suggested texts:***

1. Wegmann, J. (2015). *Psychopharmacology: Straight talk on mental health medications*, third edition. PESI Publishing & Media.
2. Beidel, D. C., & Frueh, B. C. (Eds.). (2018). *Adult psychopathology and diagnosis*. John Wiley & Sons.

#### **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.

<b>Date/Time</b>	<b>Agenda</b>	<b>Readings &amp; Assignments<sup>1</sup></b>
W1 May 13 <sup>th</sup>	Lesson 1: Introduction to DSM-5: History, context, best practices, differential diagnosis and other topics - <i>in class quiz 0 (mock/practice)</i>	- DSM-5 Section I (p 5 – 25) - DSM-5 (p 715 – 727)
W2 May 20 <sup>th</sup>	Intensive Reading Day for Pre-requisite in-class Quizzes (NO CLASS)	<b><u>See Canvas Module for More Details</u></b>
W3 May 27 <sup>th</sup>	Memorial Day (HOLIDAY)	
W4 June 3 <sup>rd</sup>	Lesson 2: Schizophrenia Spectrum and Bipolar Disorders - <i>in class quiz 1</i>	- DSM-5 Schizophrenia (p 87 – 122) - DSM-5 Bipolar (p 123 – 154) - Franklin, Chap. 1 (p 1 – 52)
W5 June 10 <sup>th</sup>	Lesson 3: Depressive Disorders and Anxiety Disorders - <i>in class quiz 2</i>	- DSM-5 Depression (p 155 – 188) - DSM-5 Anxiety (p 189 – 234) - Franklin, Chap. 2 (p 53 – 80)
W6 June 17 <sup>th</sup>	Lesson 4: Obsessive Compulsive Disorders and Substance Use Disorders - <i>in class quiz 3</i>	- DSM-5 OCD (p 135 – 264) - DSM-5 Substance (p 481 – 590) - Franklin, Chap. 3 (p 81 – 120)
W7 June 24 <sup>th</sup>	Integrative Review and Mid-Term Exam	<b><u>Study for Mid-Term Exam</u></b>
W8 July 1 <sup>st</sup>	Lesson 5: Traumatic- and Stress-Related Disorders, Dissociative Disorders, and Somatic Symptom and Related Disorders - <i>in class quiz 4</i>	- DSM-5 Trauma (p 265 – 290) - DSM-5 Dissociative (p 291 – 308) - DSM-5 Somatic (p 309 – 328) - Franklin, Chap. 4 (p 121 – 154)

W9 July 8 <sup>th</sup>	Lesson 6: Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, and Disruptive, Impulse-Control, and Conduct Disorders - <i>in class quiz 5</i>	- DSM-5 Feeding & Eating (p 329 – 354) - DSM-5 Elimination (p 355 – 360) - DSM-5 Sleep-Walk (p 361 – 422) - DSM-5 Disruptive, Impulse-Control and Conduct (p 461 – 480) - Franklin, Chap. 6 (p 202 – 241)
W10 July 15 <sup>th</sup>	Lesson 7: Sexual Dysfunctions, Gender Dysphoria, Paraphilic Disorders, and Neurocognitive and other Disorders - <i>in class quiz 6</i>	- DSM-5 Sexual Dysfunction (p 423 – 450) - DSM-5 Gender Dysphoria (p 451 – 460) - DSM-5 Paraphilic (p 685 – 706) - Neurocognitive (p 591 – 644) - Franklin, Chap. 9 (p 314 – 342)
W11 July 22 <sup>nd</sup>	Lesson 8: Personality Disorders - <i>in class quiz 7</i>	- DSM-5 Personality (p 645 – 684) - DSM-5 Personality (p 761 – 782)
W12 July 29 <sup>th</sup>	Integrative Review and Final Exam	<b><u>Study for Final Exam</u></b>
1. Franklin refers to the Jordan & Franklin optional textbook		

### c. Assignments (90% + 7% Extra Credit)

This course has four major assignments/exams: (1) in-class quizzes throughout the semester, (2) mid-term exam (including an in-class, time limited, open-book exam and a take-home case diagnosis), (3) time limited, open-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) Pre-requisite in-class Quizzes (20%)

This class is designed in ways so that students can use classroom time to have advanced, thus more rigorous, discussions on differential diagnoses of DSM-5 disorders. Therefore, coming to each class session with basic understandings of individual disorder's diagnostic criteria as specified in the DSM-5 manual is considered a "pre-requisite" for each class. Content coverage and preparation methods for each quiz will be available

through Canvas at least two weeks before a class. To get full credit for each quiz, a student needs to score a minimal of 85% of all questions.

Students will have an entire session, intensive reading day (May 20<sup>th</sup>), to get a head start on their reading. Details regarding intensive reading day is available on Canvas.

**(2) Time limited, open-book mid-term exam (25%) and take-home case diagnosis (10%)**

This assignment contains two parts: (1) time limited, open-book in-class exam and (2) take-home case diagnosis. The time limited, open-book in-class exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on **June 24<sup>th</sup>, 2019**. Students will have up to 2 hours to complete the exam. The mid-term exam review session will occur **during the first half of the session on the exam day**.

The take-home case diagnosis will be released before noon on **June 24<sup>th</sup>, 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) Time limited, open-book final exam (25%)**

The time limited, open-book final exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on **July 29<sup>th</sup>**, 2019. Students will have up to 2 hours to complete the exam. The final exam review session will occur **during the first half of the session on the exam day**.

**(4) Final group project (10%)**

The final group project will be released no later than July 15<sup>th</sup>, 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 **August 5<sup>th</sup>, 11:59PM**.

**(5) Extra credit opportunities (7%)**

Each individual session of diagnostic disorders will contain opportunity for extra credit. In general, students participate in case competitions and the winning team will have 1 extra credit for that competition. There will be a total of 7 competitions, thus 7 extra credits, throughout the semester.



## Assignment and Exam Due Date

Assignment/Exam	Due date	% <sup>1</sup>
Pre-requisite in-class quizzes	<b><u>Due date not applicable</u></b> , see canvas for more detail. Submission on Canvas	20%
Mid-term exam, open book	<b><u>June 24<sup>th</sup>, 2019, 10:00PM</u></b> Submission in classroom, hard copy	25%
Mid-term exam, case diagnosis	<b><u>July 1<sup>st</sup>, 2019, 11:59PM</u></b> Submission on Canvas	10%
Final exam, open book	<b><u>July 29<sup>th</sup>, 10:00PM</u></b> Submission in classroom, hard copy	25%
Final group project	<b><u>August 5<sup>th</sup>, 11:59PM</u></b> Submission on Canvas	10%
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 7% 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.**

To have **full credit** for participation, a student is expected to participate actively in each class's discussion and other educational processes (e.g., competition, conversation with other students and the instructor). The grading of student participation will be primarily based on the instructor's subjective impression. Students will have a one-week period (at the very end of the semester) to discuss their participation grades with the instructor if needed.

### 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:

105% ~ 110% = A+	87% ~ 89% = B+	77% ~ 79% = C+	67% ~ 69% = D+
96% ~ 104% = A	84% ~ 86% = B	74% ~ 76% = C	64% ~ 66% = D
90% ~ 95% = 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.

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Additional School and University policies, information and resources are available here: <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*