Course title: Mental Health and Mental Disorders in Adulthood
Course #/term: 606.002 Winter, 2020
Time and place: Monday, 6:00 – 9:00, 3816 SSWB
Credit hours: 3
Prerequisites: None
Instructor: Amy Stern, LMSW
Pronouns: She, her, hers
Contact info: Email: ayashins@umich.edu
Phone: 248-420-4321 (cell)
Office: 2738 SSWB
Office hours: By appointment

1. Course Statement

Course Description
This course will present the state-of-the-art knowledge and research of mental disorders of adults and the elderly, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Biopsychosocial theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM 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: 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 5 system to influence eligibility for services or reimbursement will also be discussed. Prevention will be addressed in relation to each of the disorders. For example, birth difficulties will be discussed in relation to schizophrenia, race in relation to bipolar disorder, loss in relation to depression and dysthymia, and violence in relation to post-traumatic stress syndrome. Internet resources will be used to obtain information about the social justice and change goals and activities of family advocacy and consumer support and empowerment groups.

**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 5, PIE, and other widely applied nosological systems.
2. Compare and contrast the utility of the mental disorders diagnostic system with broader social work and behavioral science frameworks focusing on social functioning.

3. Discuss the biopsychosocial aspects of the disorders below in terms of clinical presentation, prognosis, etiology, prevention, treatment, and rehabilitation.
   a. Schizophrenia and other psychotic disorders
   b. Mood disorders (including major depression, bipolar disorder, and dysthmia)
   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 dementia)
   f. Substance abuse disorders

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

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

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

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

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

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

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

**Curricular Themes**

*Theme 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 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 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 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.

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.

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.
Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
734-936-0961
For more information, view the annual Campus Safety Statement at http://www.dpss.umich.edu/. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Course Design and Attendance Expectations
This course will use a combination of lecture, class discussion, case material, role-plays and practice exercises, group discussion, and video material as appropriate. Students are expected to attend all class sessions. The instructor must be notified in the event of a possible absence.

- **Attendance at each class session is expected.** The learning in this class is experiential. More than two absences will result in a reduction in the final grade (½ step from A to A-). If a student misses three or more classes, their grade will drop a ½ step for each class missed. If a student misses more than 45 minutes of class time during any given week, this will be considered an absence.

- **Assignments are expected to be on time.** Assignments that are turned in late will result in an automatic half-step reduction in the grade for the assignment. Should you need an extension on an assignment, please let me know. Extensions may be granted, but will still result in a reduction in the grade on the assignment. Written assignments are expected to be submitted electronically on Canvas by midnight of the assigned date to be considered on time.

- **Class participation is strongly encouraged** and is worth 10% of your final grade. Please bear in mind, participation involves more than just speaking in class. It involves active listening, attention during lectures, engagement in small group work, etc. Topics discussed in class
may feel uncomfortable at times, topics discussed in class may not interest you at times. During these times, please show respect to our class and do your best to remain engaged or step out during these times. Actively participating in other activities (on your phone, computer, etc.) impacts learning for the whole class and will reflect in a reduction in your participation grade.

Grading
Assignments will be given letter grades. The requirements listed below are the minimal expectations for class assignments, and if followed precisely will result in a “B+” grade for the assignment. A grade higher than “B+” will be given to work that has gone above and beyond the minimal qualifications. This would reflect more thorough, thoughtful and thought-provoking work on your part. As effective social work practice involves the humanity of the social worker, excellent work will include thorough, thoughtful discussion and reflection. This will be discussed in detail in class. Feel free to ask questions about this policy. Grading will be based on:
- Level of clinical thinking or systemic thinking
- Strong analytic skills including:
  - Level of empathy
  - Integration of new ideas, ability to take influence
  - Ability to consider multiple points of view
  - Self awareness

Accommodations:
Any Student who has a disability or condition that may interfere with your participation in this course, please feel free to contact me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

Statement on Plagiarism and Academic Integrity:
All academic dishonesty, including plagiarism, cheating, fabrication, and misrepresentation will be treated seriously. You will find a discussion of plagiarism and other violations academic integrity. Please consult your Student’s Guide to the Master’s in Social Work Degree Program.
2. Class Requirements

Assignments
Progress in this course will be assessed by four assignments. The aim of the assignments is to give you an opportunity to apply what we’ve learned in class to real-life or media-created scenarios. My hope is that you will draw from your personal experience to enhance your own knowledge, self-awareness and skill levels through the in-class experiences and required assignments.

Assignment 1 – Weekly Small Group Work - Due at the end of class each week starting February 3 – Cumulatively worth 15% of your final grade
1. Beginning in the fourth week of class, we will learn a new diagnosis/diagnoses each week. The second part of class each week will involve working in small groups to practice diagnosing from case vignettes and scenarios. For this assignment,
   a. Each group will work together to come up with a diagnosis for the vignette. This will include conversation of how early/general life experiences may impact presentation and/or symptoms as well as differential diagnosis considerations
   b. Each group will present the vignette to the class in a brief 2-4 minute presentation
      i. The class will give feedback on their thoughts regarding an appropriate diagnosis
   c. The group will present the diagnosis they arrived at for their vignette
   d. Each group member will submit a diagnosing worksheet (available on Canvas) through Canvas by 9:30 pm after class each week

Assignment 2 – Midterm – Due Friday, February 28 – worth 20% of your final grade
1. This will be a take-home, open-book “test”
2. There will be 10 case vignettes available on Canvas beginning Friday, February 21. Students will have to complete six of these case studies (your choice which you complete).
3. For each case study:
   a. Identify DSM 5 diagnosis
      i. Including applicable subtypes and specifiers
      ii. Identify which of the diagnostic criteria are met by this case
      iii. Provide examples from the case study to support your findings
   b. Include a brief discussion of how trauma/early life experiences may be impacting this person’s experience with mental illness
4. Each case study has a form to be filled in with the required information. Please copy and paste all forms for each case into one file to submit on Canvas.
   i. Do not include the actual narrative case study in your submission
   ii. Please fill in each required element with bullet points (rather than in paragraph form).
5. Incorrect diagnosis will result in a one-point deduction for each occurrence.
Assignment 3 – Group Presentation – Due April 13 or April 20 – worth 25% of your final grade

Presentation grades will be based on the quality of the information presented, not each person’s comfort with speaking in front of the class.

Each group will select a movie or television show that depicts mental illness in an adult. This movie must be cleared by the instructor. Movie/TV Show and group selection will occur at the beginning of class on January 27, 2020. Movie selection will be on a “first come, first served” basis.

As a group you will facilitate a 30-minute presentation that covers the following:

1. Select an appropriate clip of this movie (no more than 10-15 minutes) for the class to watch.
2. Utilizing multi-media modalities, facilitate a discussion with the class around:
   a. A DSM 5 diagnosis for the character shown
   b. Differential diagnosis considerations with this case
   c. The role of trauma/early life experiences for this person
   d. What recovery might like for this person
      i. Include how social work could be most helpful for this person (multi-level interventions)
3. It is expected that each group member will participate equally in the presentation
4. Each group will turn in a hard copy of their presentation to the instructor on the day of their presentation
5. Each group member will submit a one-page reflection expanding on learning takeaways from this process due by midnight on the day of the presentation.

Assignment 4 – Final – Due Friday, April 24 – worth 30% of your final grade

1. This will be a take-home, open-book “test”
2. There will be 20 case vignettes available on Canvas beginning Friday, March 27. Students will have to complete 10 of these case studies (your choice which you complete).
3. For each case study:
   a. Identify DSM 5 diagnosis
      i. Including applicable subtypes and specifiers
      ii. Identify which of the diagnostic criteria are met by this case
      iii. Provide examples from the case study to support your findings
   b. Include a brief discussion of how trauma/early life experiences may be impacting this person’s experience with mental illness
4. Each case study has a form to be filled in with the required information. Please copy and paste all forms for each case into one file to submit on Canvas.
   i. Do not include the actual narrative case study in your submission
   ii. Please fill in each required element with bullet points (rather than in paragraph form).
5. Incorrect diagnosis will result in a one-point deduction for each occurrence.
Text Book & Course Readings
*this can be found online through the University’s library system

Other readings as assigned are available on Canvas.

Class Schedule

Week 1: January 13, 2020
Introductions
Review of syllabus and course expectations
Introduction to the DSM
Introduction to the ideas of diagnosis/diagnoses and Recovery

DSM 5 – Section I – DSM-5 Basics Pages 5 - 30


Week 2: January 20, 2020
No Class – Martin Luther King, Jr. Day

Week 3 January 27, 2020
Group Presentation Sign-up
Understanding the person: Trauma and Early Life – Foundational Experiences


Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.

**Week 4: February 3, 2020**

**Depressive Disorders & Bipolar Disorder**

DSM 5 – Bipolar and Related Disorders – Page 123 – 154
DSM 5 – Depressive Disorders – Page 155 – 188


Week 5: February 10, 2020
Anxiety Disorders

DSM 5 – Anxiety Disorders Page 189 – 234


Week 6: February 17, 2020
Psychotic Disorders

DSM 5 – Schizophrenia Spectrum and Other Psychotic Disorders – Page 87 – 122


Week 7: February 24, 2020
Personality Disorders

DSM 5 – Personality Disorders – Page 645 – 684


Friday, February 28 – Midterm Due on Canvas by Midnight

Week 8: March 2, 2020
NO CLASS – SPRING BREAK

Week 9: March 9, 2020
Trauma and Stress Related Disorders

DSM 5 – Trauma- and Stressor-related Disorders – Page 265 - 290


van der Kolk, Bessel A, Stone, Laura, West, Jennifer, Rhodes, Alison, Emerson, David, Suvak, Michael, & Spinazzola, Joseph. (6/2014). Yoga as an adjunctive treatment for posttraumatic stress disorder: a randomized controlled trial. The Journal of clinical psychiatry, 75(6), e559–e565. Randomized Controlled Trial, United States.

Spinazzola, Joseph, der Kolk, Bessel, & Ford, Julian D. (10/2018). When Nowhere Is Safe: Interpersonal Trauma and Attachment Adversity as Antecedents of Posttraumatic Stress
Disorder and Developmental Trauma Disorder. Journal of Traumatic Stress, 31(5), 631–642. article, United States: Wiley Subscription Services, Inc.


Week 10: March 16, 2020
Substance Use Disorders

DSM 5 – Substance-related and Addictive Disorders – Page 481 - 590


LeTendre, McKenzie Lynn, & Reed, Mark B. (12/5/2017). The Effect of Adverse Childhood Experience on Clinical Diagnosis of a Substance Use Disorder: Results of a Nationally Representative Study. Substance Use & Misuse, 52(6), 689–697. Original Articles, PHILADELPHIA: Taylor & Francis.


Week 11: March 23, 2020
OCD and Related Disorders
Feeding and Eating Disorders

DSM 5 – Obsessive-Compulsive and Related Disorders – Page 235 - 264
DSM 5 – Feeding and Eating Disorders – Page 329 - 354


among adults and adolescents across eating disorder diagnoses. Journal of Clinical Psychology, 74(10), 1867–1873. Article, HOBOKEN: WILEY.

**Week 12: March 30**  
**Neurocognitive Disorders**  
*No in-person class*  
Recorded lecture will be posted on Canvas. You will be expected to watch it and complete a brief quiz at the end of the video.

DSM 5 – Neurocognitive Disorders – Page 591 - 644


**Week 13: April 6, 2020**  
**Group Workday**  
*No in-person class*  
Each group will meet on this day to finalize your presentation. Each group will submit a rough draft of their presentation on Canvas by 9:30 this evening.  
- Only one member of each group needs to submit the rough draft

**Week 14 & 15: April 13 & April 20, 2020**  
**Group Presentations**  
*There will be no use of personal computers during group presentations*  

**Friday, April 24 – Final Due on Canvas by midnight**