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-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.
b. 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, MedicationInduced 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, LGBTNBQIA+
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.

**Emotional Content:** As a diverse group of learners, material may be presented or discussed that “triggers” a personal and potentially painful or negative memory or feelings. Our individual identities and positionalities can result in intense feelings both welcome and unwelcome. That said, we will work closely together as a class to create the space needed inside and outside the classroom to process painful feelings, memories, and experiences. As we do this work it is important to remember that oppression does not rely solely on individual actors; often systems of oppression are reproduced automatically. To interrupt this, we must learn and work together to recognize and challenge the norms, structures, and institutions that keep oppressive systems, structures, beliefs, and values in place. This is not easy work. This means many of us must learn to work through and build a tolerance for discomfort that arises when we challenge ourselves to recognize the ways in which our beliefs, values, and voluntary as well as involuntary belonging to systems and structures of oppression are reinforced through us. We must also recognize that many of us are already versed in having a high tolerance for the discomfort that occurs as part of the lived experiences with the social injustices we will discuss; however, that does not mean that painful feelings do not emerge. We will do our best to keep any level of discomfort productive so we can do the work that is needed (Diangelo 2018, Blackwell 2018).

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-5, 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 (including major depression, bipolar disorder, and persistent depressive disorder) 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, internet resources, and written assignments.

e. 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.

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-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.
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

I do my best to try and reduce the costs of textbooks for the courses I teach, however, two of the books I’ve chosen for this section must be purchased or rented. I only require students to purchase books that I think will be useful now and after graduation. The assigned texts for our section are as such.

Here are the required textbooks for the course:

*The Diagnostic Manual of Mental Disorders 5* 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” - An actual copy is strongly encouraged. I will have one available at each class session for students to review.

*Adult Psychopathology and Diagnosis 8th Edition by Deborah C. Beidel* *be sure you are using the 8th Edition. Unfortunately, the university library does not currently have copies of the 8th edition and there are significant enough differences between the 7th and 8th edition that we are unable to utilize the 7th edition for our section. Copies can be purchased and rented through Amazon.com and Barnes & Noble Campus Store (soon).

*Case Conceptualization and Treatment Planning: Integrating Theory With Clinical Practice 4th Edition by Pearl Susan Berman* *Here too, the university library does not currently have copies of the 4th edition and there are significant enough differences
between editions that we are unable to utilize the earlier editions for our section. Copies can be purchased and rented through Amazon.com and Barnes & Noble Campus Store (soon).

- Optional readings and videos are posted on our course Canvas Site.
- To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that you will complete all assigned readings prior to each class session, highlight areas you would like a deeper exploration of or greater help understanding and vocalize this during each class session.
- Required readings are debriefed and discussed in class, utilized during in-class activities, diagnostic exercises, and exams for the course.
- Readings for each class session are posted no later than one week from the due date with the majority published at the start of the semester.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>January 13, 2020</td>
<td>Week 1:</td>
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<tr>
<td></td>
<td>● Introductions</td>
<td>● Syllabus</td>
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<td>● Course Introduction and Syllabus Review</td>
<td>● DSM-5 Section I pages 5-25</td>
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<td>● Introduction to Diagnostic Systems: DSM-5, PIE, Anti-Oppression Advocacy Model (AOA), Anti-Racist Framework</td>
<td>Optional:</td>
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<td></td>
<td>● Introduction to MAD Studies</td>
<td>● Anti-Oppression Advocacy Model</td>
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<td>● Biopsychosocial Intake Activity</td>
<td>● Anti-Racist Framework</td>
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<td>● Review Take Home Assignment Due 1/27</td>
<td>● Model of Psychological Liberation</td>
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<td>● Turn-in Weekly Reflection Sheet *provided by the instructor and completed in-class</td>
<td>● Breslow - Mad Studies</td>
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<td>January 20, 2020</td>
<td>Week 2 NO CLASS/CELEBRATING MLK DAY</td>
<td>Required:</td>
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<td>Topic- Intakes/Structured-Semi Structured Interviews/Case Conceptualization</td>
<td>● Adult Psychopathology and Diagnosis pages 105 - 127</td>
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<td>● Case Conceptualization &amp; Treatment Planning pages 3-20</td>
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<tr>
<th>January 27, 2020</th>
<th>Complete Take-Home Assignment Due at 1/27</th>
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| **Week 3:**      | - In-Class Review of the Take-Home Assignment  
- Relationship between and application of Intersectionality/Domains of Oppression/Social Location in Diagnosis and Case Conceptualization/AOA/ARF  
- In-Class Diagnostic/Case Conceptualization Activity  
- Turn-in Reflection Sheet  

**Required:**  
- DSM 5 *reference use for the assignment.*  

| **Week 4:**      | Required:  
- Adult Psychopathology and Diagnosis pages 131 - 149  
- Case Conceptualization & Treatment Planning pages 67-79; 119-214  
- Ethical Considerations for Psychologists Providing Treatment to Arab Americans.pdf  
- Cultural Values Matter: The Therapeutic Alliance with East Asian Americans  
- Asian American Mental Health A Call to Action.pdf  

**Optional:**  
- Anti-Oppression Advocacy Model  
- Anti-Racist Framework  
- Model of Psychological Liberation  
- Transference/Countertransference/General, Cultural, Prejudice  

**Assignments Due:**  
- Take-home Assignment  

| February 03, 2020 | **Week 4:**  
- Diagnostic Focus: Trauma- and Stressor-Related Disorders; Somatic Symptoms and related Disorders  
- Historical/Intergenerational Trauma/ACE Screening  
- In-Class Diagnostic/Case Conceptualization Activity  
- Turn-in Reflection Sheet  

**Required:**  
- Adult Psychopathology and Diagnosis pages 409 - 450  
- Case Conceptualization & Treatment Planning pages 38-45; 54-64  

**Optional:**  
- Trauma- and Stressor-Related Disorders -DSM-5—pages 265-290  
- Somatic Symptom and Related Disorders- DSM-5—pages 309-328  

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<table>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Required</th>
<th>Optional</th>
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<tbody>
<tr>
<td>February 10, 2020</td>
<td>Week 5:</td>
<td>• Diagnostic Focus: Bipolar and Related Disorders; Depressive Disorders;</td>
<td>• The Polyvagal Theory: The New Science of Safety and Trauma</td>
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<td>• In-Class Diagnostic/Case Conceptualization Activity</td>
<td>• How childhood trauma affects health across a lifetime</td>
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<td>• Turn-in Reflection Sheet</td>
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<td>• Adult Psychopathology and Diagnosis pages 209-298</td>
<td>• Bipolar and Related Disorders-DSM-5—pages 123-154</td>
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<td>• Case Conceptualization &amp; Treatment Planning Section</td>
<td>• Depressive Disorders-DSM-5—pages 155-18</td>
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<td>Two pages Dynamic Case Conceptualization 425-458</td>
<td>• Kevin Hines Story *tw video describes suicide attempt</td>
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<td>• Pressing on in depression</td>
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<td>• Muslim Fights Depression - Moe Moe</td>
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<td>• Taking Off the Mask of Bipolar; Remove the stigma from mental illness</td>
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<td>February 17, 2020</td>
<td>Week 6:</td>
<td>• Diagnostic Focus: , Anxiety Disorders, Obsessive-Compulsive and Related</td>
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<td>• In-Class Diagnostic/Case Conceptualization Activity</td>
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<td>• Turn-in Reflection Sheet</td>
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<td>• Adult Psychopathology and Diagnosis pages 299-408</td>
<td>• Anxiety Disorders -DSM-5—pages 189-234</td>
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<td>• Case Conceptualization &amp; Treatment Planning Section</td>
<td>• Obsessive-Compulsive and</td>
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<td>Two pages Cognitive Behavioral Case Conceptualization 301-337</td>
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<td>Date</td>
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<td>Study Material</td>
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| February 24, 2020 | Week 7:    | • Diagnostic Focus: Substance-Related and Addictive Disorders; Neurodevelopmental Disorders  
• In-class Activity - Midterm Practice Quiz  
• Turn-in Reflection Sheet | Adult Psychopathology and Diagnosis pages 669-724  
Neurodevelopmental Disorders -DSM-5—pages 31-86  
Case Conceptualization & Treatment Planning Section Two Constructivist Conceptualization pages 539-576 | Substance-Related and Addictive Disorders -DSM-5—pages 481-591  
"Drugs Aren't the Problem": Neuroscientist Carl Hart on Brain Science & Myths about Addiction  
ADHD sucks, but not really | Salif Mahamane |
| March 02, 2020  | Week 8     | NO CLASS WINTER BREAK  
Complete Take-Home Midterm Exam Due on Canvas by 5:00pm, March 09, 2020          | Additional Resource  
Psychopharmacology by R.H. Ettinger  
| March 09, 2020  | Week 9:    | • Review Midterm Exam  
• Turn-in Reflection Sheet                                                        | Assignments Due:  
Midterm Exam on Canvas                                                  | |
| March 16, 2020  | Week 10:   |                                                                                  | Required                                                                 | |

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| 2020 | • Diagnostic Focus: Autism Spectrum Disorder, Neurocognitive Disorders, Schizophrenia Spectrum and other Psychotic Disorders, Medication-Induced Movement Disorders and Other adverse Effects of Medication  
• In-Class Diagnostic/Case Conceptualization Activity  
• Turn-in Reflection Sheet | • DSM 5 Autism Spectrum Disorder  
• Adult Psychopathology and Diagnosis pages 159-208;725-756  
• Case Conceptualization & Treatment Planning Section Two Behavioral Case Conceptualizations pages 229-267  
Optional:  
• Neurocognitive Disorders -DSM-5—pages 591-644  
• Schizophrenia Spectrum and other Psychotic Disorders -DSM-5—pages 87-122  
• Temple Grandin - The World Needs All Kinds of Minds  
• Living with Schizophrenia - Ashley  
• Medication-Induced Movement Disorders & Other adverse Effects of Medication - DSM-5—pages 709-714  
• Hearing Voices : an Insiders Guide to Auditory Hallucinations | Debra Lampshire  
• What hallucination reveals about our minds | Oliver Sacks |

| March 23, 2020 | Week 11:  
• Diagnostic Focus: Gender Dysphoria, Feeding and Eating Disorders, Elimination Disorders, Sleep-Wake Disorders, Sexual Dysfunctions  
• In-Class Diagnostic/Case Conceptualization Activity  
• Turn-in Reflection Sheet | Required:  
• Adult Psychopathology and Diagnosis pages 497-668  
• Case Conceptualization & Treatment Planning Section Two Feminist Case Conceptualizations pages 339-382  
Optional:  
• Gender Dysphoria - DSM-5—pages 451-460 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Diagnostic Focus</th>
<th>Required</th>
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<tbody>
<tr>
<td>March 30, 2020</td>
<td>12</td>
<td>Dissociative Disorders</td>
<td>Adult Psychopathology and Diagnosis pages 451-496</td>
<td>Dissociative Disorders -DSM-5—pages 291-308</td>
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<td>In-Class Diagnostic/Case Conceptualization Activity</td>
<td>Case Conceptualization &amp; Treatment Planning Section</td>
<td>Kids are us: child abuse and DID</td>
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<td>Turn-in Reflection Sheet</td>
<td>Two Emotion-Focused Case Conceptualizations pages 383-423</td>
<td>Living in a Dream</td>
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<td>What Is Depersonalization Derealization Disorder? Dr. Tracy Marks Explains</td>
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<td>April 06, 2020</td>
<td>13</td>
<td>Personality Disorders; Other Mental Disorders</td>
<td>Adult Psychopathology and Diagnosis pages 757-799</td>
<td>Personality Disorders</td>
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<td>In-Class Diagnostic/Case Conceptualization Activity</td>
<td>Case Conceptualization &amp; Treatment Planning Section</td>
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<td>Turn-in Reflection Sheet</td>
<td>Two Cultural Case Conceptualizations pages 339-382</td>
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<td>April 13, 2020</td>
<td>Week 14:</td>
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<tr>
<td></td>
<td>- In-class Activity - Final Exam Practice Quiz</td>
<td>- Case Conceptualization &amp; Treatment Planning Section</td>
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<tr>
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<td>- FINAL EXAM DUE ON CANVAS BY APRIL 20, 2020 at 2:00 PM</td>
<td>- Two Treatment Planning Over Time and Clinical Decision Making pages 619-633</td>
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**c. Assignments**

**Assignment Formatting:** All assignments must include your name and date the assignment was completed. Include page numbers, be proofread for grammatical and spelling errors, be at least 1.15 spaced and should utilize APA formatting. Citations are required for any ideas of others, material cited, referenced, or utilized in your work that is outside of the textbooks required for the course. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Academic Integrity and Plagiarism: Please consult the Student Guide [http://www.ssw.umich.edu/studentGuide/](http://www.ssw.umich.edu/studentGuide/) and [http://www.lib.umich.edu/acadintegrity/](http://www.lib.umich.edu/acadintegrity/)

Worksheets provided for assignments are in an editable format. Save your final work as a PDF and upload the PDF version to Canvas for grading.

**In-Class Diagnostic/Case Conceptualization Activity**

These activities are created to help students better connect the history, ethics, and research with the presentation of mental health disorders in adults and elderly. These will include small group case consultation teams that will utilize vignettes to develop brief case presentations that will be presented to the class as a large group. These activities count towards class participation points.

**Introduction to Treatment Approaches and Case Conceptualization w/ Diagnosis**
**Purpose:** To help students enhance their practice in identifying diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews and explore psychological theories for conceptualizing client needs and appropriate treatment approach.

**Rational:** Clinical Social Workers must learn to identify diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews. In writing a case conceptualization, a succinct analysis of a client’s core strengths, challenges, needs, a justification for diagnosis and the approach the practitioner will take towards treatment is needed. This assignment aims to help students practice and explore this process.

**General Instructions:** See Canvas

**Grading Rubric:** See Canvas

**Mid-Term Exam**

Students will complete a mid-term take home exam that will include several scenarios. For each scenario, students will identify diagnostic information, use this information to complete the appropriate diagnostic worksheet and render an initial diagnosis with a case conceptualization including researched medications and therapeutic treatment approach with justification.

**Purpose:** To help students practice correctly identifying diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews and explore psychological and social practice theories for conceptualizing client needs, social condition, and appropriate treatment approach inclusive of client self-determination, social location, culture, and positionalities, with careful consideration of power, bias, ethnocentricity and positionality of the practitioner.

**Definitions:**

*Ethnocentric:* evaluating other peoples and cultures according to the standards of one’s own culture.

*Positionality:* Positionality refers to one's social location and worldview which influences how one responds to power differentials in various contexts. This construct is important for social work, as one’s positionality impacts how one approaches work with clients, community engagement, and policy-making.

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**Power:** meaning those with power are the ones who can create the outcomes they desire.

**Social Condition:** is the situation you have in society because of your income, your occupation or your level of education.

**Self-Determination:** right to freely determine political status and freely pursue economic, social and cultural development.

**Social Location:** how people experience inequality, equality, disadvantage, advantage, difference, belonging, in relationship to social identity and social divisions And are treated differently within structural systems based on location. - Law, Politics, Economy, Access to Resources

**Social Practice:** Social practice is a theory that seeks to determine the link between practice and context within social situations. Emphasized as a commitment to change, social practice occurs in two forms: activity and inquiry.

Sources for Definitions:

Commission on Human Rights Quebec
Dictionary.com
Marshall, G. Oxford Dictionary of Sociology
Oxford English Dictionary
Society for Social Work & Research
https://thedecisionlab.com/biases/framing-effect/
Rational: Clinical Social Workers must learn to identify diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews and the impact of the intersections of social identity, culture, and structures of oppression has in the diagnostic process. The practice of writing case conceptualizations helps students learn to develop succinct analysis of a client's core strengths, challenges, needs, and a justification for diagnosis along with the exploration of appropriate approaches inclusive of intersectionality theory that the practitioner can utilize in treatment.

General Instructions: See Canvas

Grading Rubric: See Canvas

Final Exam

Students will complete a final take home exam that will include several scenarios. For each scenario, students will identify diagnostic information, use this information to complete the appropriate diagnostic worksheet and render an initial diagnosis with a case conceptualization including researched medications and therapeutic treatment approach with justification.

Purpose: To help students practice correctly identifying diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews and explore psychological and social practice theories for conceptualizing client needs, social condition, and appropriate treatment approach inclusive of client self-determination, social location, culture, and positionalities, with careful consideration of power, bias, ethnocentricity and positionality of the practitioner.

Rational: Clinical Social Workers must learn to identify diagnostic information clients may share during initial Structured/Semi-Structured Intake interviews and the impact of the intersections of social identity, culture, and structures of oppression has in the diagnostic process. The practice of writing case conceptualizations helps students learn to develop succinct analysis of a client's core strengths, challenges, needs, and a justification for diagnosis along with the exploration of appropriate approaches inclusive of intersectionality theory that the practitioner can utilize in treatment.
General Instructions: See Canvas

Grading Rubric: See Canvas

d. Attendance and class participation

Proper use of Names and Pronouns: All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Click here for the Spectrum Center's map of gender inclusive restrooms on campus.

Course Specific Attendance Policy: It is important that you arrive at the start time of and 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 experience. Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

Due to the nature and importance of content covered during each class session, if for any reason you must miss a class session, your grade will be lowered five points for each missed session. You may complete a makeup assignment for one missed session only. The make-up assignment is worth five points. To complete this assignment, find out from other students what was covered in the missed sessions and develop a written make-up plan detailing how you will cover the content presented that day and submit the plan via email for instructor approval. The plan should focus on the topics of the missed session, include a paper on information learned, and should involve three or more hours of effort and include completion of any activities done in-class on that day. No more than one make-up assignment is allowed for this course. Consideration will be given for religious holidays, documented health, educational conferences, family or other kinds of emergencies and no points may be lost or a makeup assignment required.

SW606.003. WINTER 2020. LOUISE 17
Religious/Spiritual Observances: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments will be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

Military Deployment: Please refer to the following University website, if you are to be deployed at any point during the semester:
http://vets.umich.edu/life-at-michigan/military-deployment/

In-Class Participation: Each week there will be in-class dialogue and/or activities along with some in-class assignments. This is graded Pass/Fail where High Pass is a 10, Low Pass is a 7, and Fail is 0. To receive a High Pass you will have attended all classes with full participation and completed all in-class assignments along with weekly reflection sheets. To receive a Low Pass you have attended most classes with full participation and completed most in-class assignments with weekly reflection sheets. If you miss more than three classes, do not fully participate in class dialogue, or do not complete in-class assignments, you will receive zero points for participation.

Full Participation looks like:
Frequently Engaging: initiating contributions more than once in each class session, with attention given to quality of comments over quantity. You respond actively when invited by the instructor to contribute, in class, mindful of overzealousness and/or making comments at the exclusion of other learners.

Quality Engagement: Comments are insightful, constructive and demonstrates the use of appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions and opinions, with specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.

Engaged Listening: you are attentive when listening to others present materials and perspectives, and contribute comments that build on others’ remarks. You express disagreement in a way that demonstrates care for others (would you talk to people you care about that way).

*Modified from Shanna K. Kattari syllabus - credited to Eberly Center for Teaching Excellence

e. Grading

Students receive points for class attendance and participation and completion of required assignments, in-class activities, and exams. The maximum number of points available is 100. Letter grades from A through E are given for overall class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit. Link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation (including activities, dialogue, and quizzes)</td>
<td>Points earned throughout the semester 10 Points Total</td>
<td>10%</td>
</tr>
<tr>
<td>Introduction to Treatment Approaches and Case Conceptualization w/ Diagnosis</td>
<td>01/27/2020 by 6:00 pm Submit assignment via Canvas and bring a hard copy to class for review.</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points Total</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>5 Points Total</td>
<td>03/09/2020 by 6:00 pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40 Points Total</td>
<td>04/20/2020 by 2:00 PM</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
</tr>
<tr>
<td>A</td>
<td>96-99</td>
</tr>
<tr>
<td>A-</td>
<td>93-95</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>86-89</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>76-79</td>
</tr>
<tr>
<td>C-</td>
<td>73-75</td>
</tr>
<tr>
<td>D+</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>66-69</td>
</tr>
<tr>
<td>D-</td>
<td>63-65</td>
</tr>
<tr>
<td>E</td>
<td>&lt;62</td>
</tr>
</tbody>
</table>

**Assignment Extensions**: are given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments. 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 may 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 turned in without prior approval will receive a five point deduction. Late assignments that exceed the initial extension approval may be subject to point deductions. Exam extensions are only given in extreme hardships, require instructor approval and are a significant burden to the instructor and may result in an “I” for the course as alternative exams must be written in such cases.

**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.

The policies and procedures for Student Grievance procedures and the policy for grading in special circumstances can be found by following the attached links.

3. Additional Resources

a. Disability Support

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 G-664 Haven Hall, 505 South State St. Phone: (734) 763-3000 or go to http://www.umich.edu/~sswd/

Audio and Video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University’s Services for Students with Disabilities (SSWD) before the end of the third week of classes.

b. 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/) UM Child Care gateway (http://www.hr.umich.edu/childcare/).

c. Writing Help and Tutoring for Students

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details. Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit http://www.lsa.umich.edu/sweetland/, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429. Another writing resource is the English Language Institute. For more information, please visit http://www.lsa.umich.edu/eli.

d. 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 two 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.
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/.

e. 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.

f. 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.

g. Complete information on School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources and 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