



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

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| Course title: | Mental Health and Mental Disorders in Adulthood |
| Course #/term: | SW 606, 001, SS, 2020 |
| Time and place: | Monday, 6:00PM – 10:00PM, Zoom Health [online] |
| Credit hours: | 3 credit hours |
| Prerequisites: | No credit in SW 606 or permission of the instructor |
| Instructor: | Anao Zhang , Ph.D., LCSW, ACSW, ACT |
| Pronouns: | He / Him / His |
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| Office: | 3704 SSWB [map here] |
| Office hours: | By appointment and/or TBD in class |

1. Course Statement

a. Course description

This course will present the state-of-the-art knowledge and research of mental disorders of adults and the elderly, as well as factors that promote mental health and prevent mental disorders in adults and the elderly. Biopsychosocial theories of coping, trauma, and etiology, the impact of mental health disorders on individuals and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental health will be presented. Classification systems of adult mental functioning and mental disorders will be presented, such as the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV) and Person-in-Environment (PIE). Students will be taught to critically understand both the strengths and limitations of these classification systems.

b. Course content

The DSM-IV system of classifying behavior will be compared with other classification systems, such as PIE. DSM-IV will be examined in light of various conceptualizations of mental health and in the context of broader social work and social science approaches to assessment, particularly those focusing on social functioning rather than disorder. The reliability of the DSM-IV system, the utility of the system for the purposes of promotion, prevention, treatment or

rehabilitation, and the connections between the system and social work and social science constructs will be discussed. ***Disorders that will be discussed include:*** schizophrenia and other psychotic disorders, mood disorders, personality disorders, anxiety disorders, impulse-control disorders, dissociative disorders, somatoform disorders, substance use disorders, and mental disorders of aging such as Alzheimer's disease and other dementias. The prevalence and incidence of each of these disorders will be reviewed, including their relationship to socio-economic status, race, ethnicity, gender, sexual orientation, and physical disability. Studies investigating the role of biological factors in the development of these disorders will be examined, as well as the response of these disorders to a variety of medications and other somatic treatments (e.g., light therapy and electroconvulsive therapy). Similarly, studies of environmental factors implicated in the development of these disorders will be reviewed.

Moreover, each of the disorders will be discussed in terms of the appropriateness of various psychosocial services, including psychotherapy/counseling, residential, vocational, social, educational, and self-help and mutual aid programs. The role of families and community caregivers in supporting individuals with these disorders will be addressed. Similar attention will be given to identifying family and environmental factors that may be amenable to modification, thus preventing a relapse. Special attention will be given to understanding the processes by which stigma arises and is perpetuated and to the consequences of stigma. The potential of the mental disorder classification system to generate deviance will be examined. Misuses of the system and their negative consequences will be discussed, especially as they disproportionately affect persons who are not members of the dominant cultural group, including women, racial and ethnic minorities, gay/lesbian/bisexual/transgendered persons, persons with other primary medical conditions, and persons of low socio-economic status. Courses of action available to minimize these misuses will be discussed. Concerns about the unethical and inappropriate use of the DSM-IV system to influence eligibility for services or reimbursement will also be discussed. Prevention will be addressed in relation to each of the disorders. For example, birth difficulties will be discussed in relation to schizophrenia, race in relation to bipolar disorder, loss in relation to depression and dysthymia, and violence in relation to post-traumatic stress syndrome. Internet resources will be used to obtain information about the social justice and change goals and activities of family advocacy and consumer support and empowerment groups.

c. Course objectives and competencies

Upon completion of the course, students will be able to:

1. Assess and diagnose mental health problems in adults and the elderly using DSM-IV, PIE, and other widely applied nosological systems. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
2. Compare and contrast the utility of the mental disorders diagnostic system with broader social work and behavioral science frameworks focusing on social functioning. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

3. Discuss the biopsychosocial aspects of the disorders below in terms of clinical presentation, prognosis, etiology, prevention, treatment, and rehabilitation.
 - a. schizophrenia and other psychotic disorders
 - b. mood disorders (including major depression, bipolar disorder, and dysthymia)
 - c. personality disorders (including anti-social and borderline personality disorders)
 - d. anxiety disorders (including obsessive-compulsive, panic and post-traumatic stress disorders, and phobias)
 - e. mental disorders of aging (including Alzheimer's and other dementias)
 - f. substance abuse disorders (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
4. Discuss the impact of culture, race, and the other diversity dimensions described above on the disorder and the person diagnosed with the disorder. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)
5. Discuss the potential of the mental disorder classification system to generate deviance, and discuss strategies to minimize those risks and combat stigma. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)
6. Discuss the appropriate use of diagnostic/classification systems and the ethical questions surrounding the use of these systems. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)
7. Distinguish empirically-based generalizations related to mental disorders from what is sometimes described as clinical wisdom, often promulgated by prominent figures, and be able to use the scientifically-based literature to search for solutions to problems. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
8. Discuss typical value and ethical concerns related to mental health and mental disorders of adults and elderly. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)
9. Demonstrate knowledge of important theories, research findings, and core concepts related to mental health etiology, epidemiology, assessment, and service delivery to adults and the elderly with mental health problems. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
10. Evidence an awareness of current evidence-based treatments for mental health problems afflicting adults and the elderly. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

d. Course design

This course uses an **flipped classroom**, engaged-learning approach, which employs myriad pedagogical strategies such as: remote class discussions, small group work, experiential/simulated exercises, case examples, remote role-plays and other activities in order to facilitate understanding of the course content and to promote skill development. Asynchronous and Synchronous class sessions will include a lecture or presentation, accompanied by a discussion or clinical practice/activity period. As a three credit course, students should anticipate spending approximately 10 hours per week participating in course activities. This course is designed to be practice oriented and will highlight advanced clinical practice techniques to work effectively with clients and colleagues in a variety of integrated healthcare settings.

Given the COVID-19 situation and the fact that this is going to be an online course, later in this syllabus, there will be an elaborated version of anticipated workload every week, especially regarding how you are expected to engage in the flipped classroom format.

e. Curricular themes

Theme in relation to multiculturalism & diversity will be addressed through discussions of different patterns of health promotion opportunities and diagnostic practices affecting diverse cultural groups, including persons differing in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation, health status, and SES.

Theme in relation to social justice will be addressed through examination of the discrimination experienced by people with mental illness, particularly those from disadvantaged groups. The social justice and social change agenda of family advocacy and consumer support and empowerment groups will be examined as a source of information about needed social changes.

Theme in relation to promotion, prevention, treatment & rehabilitation will be addressed through the following means: 1) epidemiological studies of the influence of different factors (e.g., poverty) on the prevalence and incidence of particular disorders and their promotion and prevention implications, 2) prevention will also be addressed by an examination of the avoidable negative social consequences of severe mental illness (e.g. homelessness, joblessness, and disrupted educational careers), 3) prevention, still further, will be considered from the point of view of averting the occurrence of disorders through early intervention, 4) treatment will be discussed in terms of the clinical efficacy and service effectiveness of various interventions, and 5) rehabilitation will be considered in the context of the effectiveness of various residential, vocational, social, and educational services for people with mental disorders.

Theme in relation to behavioral and social Science research will be addressed through the review of epidemiological studies dealing with: the frequency and distinguishing characteristics of those who experience particular disorders; controlled trials of various interventions including medication, intensive outreach services, social skills training and psychoeducational services; and follow-up surveys of persons affected by the disorders.

f. Relationship to social work ethics and values

This course will emphasize working on behalf of the most disadvantaged persons with mental disorders. Special emphasis will be placed on advocacy and environmental modifications. The potential harm associated with classification will be discussed as will ethically questionable practices that have arisen as the DSM-IV has been embedded in insurance reimbursement and service eligibility policies. Issues related to person-centered mental health practice, client self-

determination, confidentiality, dignity, HIPPA, duty to warn, and associated legal, ethical, and value concerns will also be addressed.

g. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning

2. Class Requirements

a. Text and class materials

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

Required text:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th 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

Optional text:

1. Jordan, C., & Franklin, C. (Eds.). (2016). *Clinical assessment for social workers: Quantitative and qualitative methods (4th Edition)*. Oxford University Press.

If you plan to purchase this text, please make sure that you obtain the 4th edition of the book as there were major updates in the latest version. The text can be purchased at:

<https://www.amazon.com/Clinical-Assessment-Social-Workers->

[Quantitative/dp/0190656433/ref=pd_lpo_sbs_14_t_0?encoding=UTF8&psc=1&refRID=R5H0R5RWZ1QEZTA4Q2NR](https://quantitative.dp/0190656433/ref=pd_lpo_sbs_14_t_0?encoding=UTF8&psc=1&refRID=R5H0R5RWZ1QEZTA4Q2NR)

Other readings:

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

Canvas Log In: <https://canvas.umich.edu>

SIMmersion Log In: <https://training.simmersion.com/index.html>

Students are expected to **engage all required course material** prior to class. Note that this is even more important to ensure your learning outcomes when this class is being delivered online. Therefore, **I cannot emphasize enough the importance of being prepared and fully engaged in the various materials you are being provided.**

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.

| Date/Time | Topic and Brief Agenda | Required Readings & Assignments |
|---------------------------|--|--|
| <i>Week 1</i> 05/11/20 | Lesson 1: Introduction to DSM-5: History, context, best practice and differential diagnosis. | Syllabus DSM-5, pp. 5 – 25 [O] Franklin Chap. 1 |
| <i>Week 2</i> 05/18/20 | Lesson 2: Schizophrenia and medication induced disorders | DSM-5, pp. 87 – 122 DSM-5, pp. 709 – 714 [O] Franklin Chap. 2 |
| <i>Week 3</i> 05/25/20 | Memorial Day Holiday | |
| <i>Week 4</i> 06/01/20 | Lesson 3: Depressive disorders, bipolar and related disorders | DSM-5, pp. 123 – 188 [O] Franklin Chap. 3 |
| <i>Week 5</i> 06/08/20 | Lesson 4: Anxiety disorders, and Obsessive-Compulsive and Related Disorders | DSM-5, pp. 189 – 233 DSM-5, pp. 235 – 264 [O] Franklin Chap. 4 |
| <i>Week 6</i> | Lesson 5: Substance use disorders, and | DSM-5, pp. 481 – 589 |

| Date/Time | Topic and Brief Agenda | Required Readings & Assignments |
|----------------------------|---|--|
| 06/15/20 | Mid-term exam review | [O] Franklin Chap. 5 |
| <i>Week 7</i> 06/22/20 | Lesson 7: Mid-term exam – open book + case diagnosis | GOOD LUCK! |
| <i>Week 8</i> 06/29/20 | Lesson 8: Somatic symptom and trauma disorders | DSM-5, pp. 265 – 290 and 309 – 328. [O] Franklin Chap. 6 |
| <i>Week 9</i> 07/06/20 | Lesson 9: Disruptive and dissociative disorders | DSM-5, pp. 235 – 264, 291 – 208, and 461 – 480. [PDF] Impulse Control Disorders [O] Franklin Chap. 7 |
| <i>Week 10</i> 07/13/20 | Lesson 10: Neurocognitive and other disorders (sexual dysfunctions, paraphilic disorders, gender dysphoria) | DSM-5, pp. 591 – 644 [O] Franklin Chap. 8 |
| <i>Week 11</i> 07/20/20 | Lesson 11: Personality disorders | DSM-5, pp. 645 – 684 [O] Franklin Chap. 9 |
| <i>Week 12</i> 07/27/20 | Lesson 13: Final exam, open book | GOOD LUCK |

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

This course has four major assignments/exams: (1) Peer developed exam questions, (2) mid-term exam (including an in-class open-book exam and a take-home case diagnosis), (3) 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) Peer developed exam questions (10%)

Depending on the final class size, students will be divided into groups of three or four and each group will focus on a specific diagnostic group to develop exam items. The rationale of this assignment is that making test items for others can be an effective learning experience for those who develop these items.

In completing this assignment, each group will submit a pool of 20 questions that include 10 True or False questions and 10 multiple choice questions. Along with each question, a rationale supporting the development of that question is required.

In addition to submitting 20 questions, each group will also conduct a 15-minute review presentation for the class during mid-term and final exam review period.

(2) Open book mid-term exam (25%) and take-home case diagnosis (10%)

This assignment contains two parts: (1) open book in-class exam and (2) take-home case diagnosis. The open book in-class exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on Jun. 22nd, 2020. Students will have up to 2.5 hours to complete the exam. The mid-term exam review session will occur one week before the exam day.

The take-home case diagnosis will be released before noon on Jun. 22nd, 2020. 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) Open book final exam (25%)

The open-book final exam will contain 50 questions (25 True or False and 25 Multiple Choice questions), and will take place on July 27th, 2020. Students will have up to 2.5 hours to complete the exam. The final exam review session will occur one week before the exam day.

(4) Final group project (20%) + 5% extra credit

The final group project will be released no later than July 20th, 2020. 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 Aug. 7th, 11:59PM.

Each student will have the opportunity to submit a 2-page evidence-based practice recommendation for one of the cases for extra credit. The recommendation is due on Aug. 7th, 11:59PM.

Assignment and Exam Due Date

| Assignment/Exam | Due date | % ¹ |
|---|--|----------------|
| Peer developed exam questions | <u>Due date vary</u> , see canvas for more detail Submission on Canvas | 5% |
| Mid-term exam, open book | <u>June 22nd</u> | 25% |
| Mid-term exam, case diagnosis | <u>June 29th, 11:59PM</u> Submission on Canvas | 10% |
| Final exam, open book | <u>July 27th</u> Submission on Canvas | 25% |
| Final group project | <u>Aug. 7th, 11:59PM</u> Submission on Canvas | 10% |
| Final group project extra credit | <u>Aug. 7th, 11:59PM</u> Submission on Canvas | 5% |
| 1. % means percentage of this assignment accounted for in your final grade. All assignments and exams combined constitute up to 75% of the final grade and a 5% extra credit. | | |

d. Attendance and class participation (25%)

Student Time Expectation. This is a 3-credit course and is offered **online** and during the **Spring/Summer term** (over 11 weeks). This means that, as a student, you are expected to spend a total of 112.5 hours throughout the 11 weeks (i.e., **10 hours per week**), including **synchrous & asynchronous** classroom time. For more details, please go to the [UM Center for Academic Innovation website](#) for detail.

Synchronous and Asynchronous for Classroom Time. The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the in-person classroom learning will now be obtained before and/or after each week's synchronous session. In principle, each week's synchronous session will be approximately 1.5 to 2.0 hours with a 10-minute break.

Student Camera On Expectation. When possible, it is expected that the students will keep their cameras turned on during the synchronous session. This requirement is important to create a collegial environment of learning as well as a sense of belonging to the course community. Please communicate with the instructor individually with reasons why this may be a challenge for you and exception to this expectation will be granted on a case-by-case basis.

Suggestions for Each Week’s Synchronous Session (for students). For effective time management and learning purposes, we will hold regular synchronous session every Monday between 6:30PM to 8:30PM. I also recommend, if you can, set aside every Monday 6:00PM to 10:00PM to do course related works, like group meetings for an assignment.

Student Absences. Participating all synchronous sessions is expected. If you have to miss a class, in part or in total, you are required to notify the instructor via email (zhangan@umich.edu) at least **12 hours in advance of our class meeting time**. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of the upcoming session) will result in an automatic deduction (1 point) toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence.

Exceptions to the above-mentioned student absences policy will only be granted on a case-by-case basis at the discretion of the instructor.

Attendance and Class Participation Evaluation. Given asynchronous learning is an important component of your “classroom learning”, you will be evaluated for your pre-session learning on a scale of 0 = does not meet requirement; 1 = meets requirement; 2 = exceeds expectation, every week. If you exceeds expectation every week (for 11 weeks), you will have a score of 22 for attendance and class participation. In addition, if you receive a score of 2 (exceeds expectation) for 9 out of 11 weeks, you will then earn 3 additional points, making a possible maximum score of 25. Go to Canvas for the rubric on attendance and class participation evaluation.

e. Grading

For UM School of Social Work Policies, please go to [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and [the policy for grading in special circumstances](#) for more detail. Individual assignment grading can be found in each assignment’s rubric. Final course grade will be assigned using the following rules:

| | | |
|--|----------------|-----------------|
| 101% - 105% ~ A+ | 86% - 89% ~ B+ | 75% - 78% ~ C+ |
| 95% - 100% ~ A | 82% - 85% ~ B | 70% - 74% ~ C |
| 90% - 94% ~ A- | 79% - 81% ~ B- | 65% - 69% ~ C-* |
| * A final % lower than 65% is considered F (fail) for this 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 UM School of Social Work Policies mentioned above.

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.

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

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. 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*