



<b>Course title:</b>	Mental Health Disorders in Adulthood
<b>Course #/term:</b>	SW 606
<b>Time and place:</b>	Online
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	None
<b>Instructor:</b>	Shannon Blajeski, PhD, MSW
<b>Pronouns:</b>	She-her-hers
<b>Contact info:</b>	<b>Email:</b> blajes@umich.edu <b>Phone:</b> 206-715-8417 (cell) You may expect a response within 12 hours
<b>Office hours:</b>	Wed 12:00 – 1:00 EST – via Zoom

## 1. Course Statement

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### a. Course description

This interprofessional course is for student learners in the areas of social work, nursing, pharmacy, and dentistry. 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 and substance related problems in adults and the elderly. This class will highlight mental health diagnoses, comorbidity, and collaboration across health professions. Social determinants of health/mental health will be used as an organizing framework for discussing the impact of factors associated with health and mental health across diverse cultures, groups and populations. 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 International Classification of Diseases (ICD-9/10). Students will be taught to critically understand both the strengths and limitations of these classification systems and how to use these systems in practice. Interprofessional education competencies related to teamwork and collaboration, values and ethics, and communication will be addressed.

## **b. Course objectives and competencies**

- Understand the diagnostic system as a generalizable framework for assessing, evaluating diagnosing individuals with mental health concerns.
- Understand the major features and the natural history of the most common mental disorders and disorders with the greatest impact on the public systems of care.
- Understand the impact of mental health, health and substance related problems within a co- and multi-morbidity, and differential diagnosis framework.
- Develop an understanding and awareness of the best practice/best available interventions and treatments for mental health disorders.
- Using an interprofessional framework, students will be able to communicate and collaborate effectively across disciplines and shared care relationships.

## **c. Course design**

The objectives of the course will be pursued through readings, lectures, clinical team discussions, case studies and presentations, videos, and guest lectures. Specific Interprofessional Competencies as identified by the UM Center for Interprofessional Education will be addressed.

## **d. Intensive focus on PODS**

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

## **2. Class Requirements**

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### **a. Text and class materials**

Required Text: American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition. Washington, DC, American Psychiatric

Association.

- Here is a link to the DSM-5 online:  
<http://dsm.psychiatryonline.org/book.aspx?bookid=556>
- DSM-5 online supplemental information can be found at <http://www.psychiatry.org/dsm5>
- The SSW library also has a subscription to the DSM-5 through Mirlyn Catalog. You can access it on-line through the University of Michigan Website <https://www.umich.edu/> and under quick links selecting *Library CatAlog*. Log in and search for *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*. Select and scroll down to Electronic Resources and click *Available Online* <https://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>
- The DSM-5 Casebook can also be found at <http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9781585624836>
- Other assigned readings can be accessed through Canvas and will include added readings, or multimedia materials, and optional supplemental readings.

b. Class schedule

<b>Date/Time:</b>	<b>Agenda:</b>	<b>Readings:</b>
Week 1 Live Zoom Session: September 14th	Mental Health, Disability, & Social Justice	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Introduction</li> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Use of the Manual</li> <li>• Braslow, J. T. (2013). The manufacture of recovery. <i>Annual Review of Clinical Psychology</i>, 9(1), 781-809.</li> <li>• Social Determinants of Mental Health Allen, J., Balfour, R., Bell, R., &amp; Marmot, M. (2014). Social determinants of mental health. <i>International review of psychiatry</i>, 26(4), 392-407.</li> </ul>

		<p><b>Supplemental readings:</b></p> <ul style="list-style-type: none"> <li>• Goering, S. (2015). Rethinking disability: the social model of disability and chronic disease. <i>Current Reviews in Musculoskeletal Medicine</i>, 8(2), 134-138.</li> <li>• Haegele, J. A., &amp; Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. <i>Quest</i>, 68(2), 193–206.</li> </ul>
<p>Week 2 Live Zoom Session: September 21</p>	<p>Mood Disorders, Part 1: Depressive Disorders</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Depressive Disorders</li> <li>• American Psychiatric Association. (n.d.). What is depression? <a href="https://www.psychiatry.org/patients-families/depression/what-is-depression">https://www.psychiatry.org/patients-families/depression/what-is-depression</a></li> <li>• <a href="https://youtu.be/AqL0cRRlktI">Podcast: Therapy for Black Girls, #171 Managing Suicidal Thoughts</a></li> <li>• Mental Health First Aid. (2019). Five tips for nonjudgmental listening. <a href="https://www.mentalhealthfirstaid.org/2019/08/five-tips-for-nonjudgmental-listening/">https://www.mentalhealthfirstaid.org/2019/08/five-tips-for-nonjudgmental-listening/</a></li> <li>• <a href="https://doi.org/10.1007/s10964-020-01317-8">Stokes, M. N., Hope, E. C., Cryer-Coupet, Q. R., &amp; Elliot, E. (2020).</a> Black girl blues: The roles of racial socialization, gendered racial socialization, and racial identity on depressive symptoms among black girls. <i>Journal of Youth and Adolescence</i>, 49(11), 2175–2189. doi: 10.1007/s10964-020-01317-8</li> <li>• Mental Health First Aid. (2018). 5 tips for starting a conversation about mental health. <a href="https://www.mentalhealthfirstaid.org/2018/06/5-tips-conversation-mental-health/">https://www.mentalhealthfirstaid.org/2018/06/5-tips-conversation-mental-health/</a></li> </ul>

		<p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Holmes, L. (2020). Cognitive-behavioral therapy for depression and anxiety: CBT is a great option if you're struggling with depression or anxiety. Verywell Mind. <a href="https://www.verywellmind.com/cognitive-therapy-for-depression-and-anxiety-2330690">https://www.verywellmind.com/cognitive-therapy-for-depression-and-anxiety-2330690</a></li> </ul>
<p>Week 3 Live Zoom Session: September 28</p>	<p>Mood Disorders, Part 2: Anxiety Disorders</p> <p>Guest Speaker: Dr. Joe Himle</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Anxiety Disorders</li> <li>• American Psychiatric Association. (n.d.). What are anxiety disorders? <a href="https://www.psychiatry.org/patients-families/anxiety-disorders/what-are-anxiety-disorders">https://www.psychiatry.org/patients-families/anxiety-disorders/what-are-anxiety-disorders</a></li> <li>• Wald, J., &amp; Taylor, S. (2000). Efficacy of virtual reality exposure therapy to treat driving phobia: A case report. <i>Journal of Behavior Therapy and Experimental Psychiatry</i>, 31(3–4), 249–257.</li> <li>• National Institute of Mental Health. I'm so Stressed Out! Fact Sheet. Retrieved from <a href="https://www.nimh.nih.gov/health/publications/so-stressed-out-fact-sheet/index.shtml">https://www.nimh.nih.gov/health/publications/so-stressed-out-fact-sheet/index.shtml</a></li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Hipol, L. J., &amp; Deacon, B. J. (2013). Dissemination of evidence-based practices for anxiety disorders in Wyoming: A survey of practicing psychotherapists. <b>Behavior Modification</b>, 37(2), 170–188. doi: 10.1177/0145445512458794</li> </ul>

<p>Week 4</p> <p>Live Zoom Session: October 5</p>	<p>Psychosis, Schizophrenia-spectrum, &amp; Bipolar disorders</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Schizophrenia-Spectrum &amp; Other Psychotic Disorders</li> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Bipolar and Related Disorders</li> <li>• Leaver, K. (2020, July 29). Kim Kardashian West is right. We need to confront the stigma around bipolar disorder. Vogue. <a href="https://www.vogue.co.uk/beauty/article/bipolar-disorder-kanye-west">https://www.vogue.co.uk/beauty/article/bipolar-disorder-kanye-west</a></li> <li>• DeVlyder, J. E. (2015). Preventing schizophrenia and severe mental illness: A grand challenge for social work. <i>Research on Social Work Practice</i>, 26(4), 449–459.</li> <li>• <b>Watch:</b> Dr. Shannon Blajeski – Recorded lecture: Early Psychosis: Employment &amp; Education Pathways.</li> <li>• EASA Early Assessment and Support Alliance. (n.d.). EASAart. <a href="https://easacommunity.org/easa-art.php">https://easacommunity.org/easa-art.php</a></li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Mueser, K. T., &amp; McGurk, S. R. (2004). Schizophrenia. <i>The Lancet</i>, 363(9426), 2063–2072.</li> <li>• Rowland, T., &amp; Marwaha, S. (2018). Epidemiology and risk factors for bipolar disorder. <i>Therapeutic Advances in Psychopharmacology</i>, 8(9), 251–269.</li> </ul>
<p>Week 5</p> <p>Live Zoom Session: October 12</p>	<p>Trauma and Stressor-Related Disorders</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Trauma and Stressor-Related Disorders</li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Howlett, J. R., &amp; Stein, M. B. (2016).</li> </ul>

		<p>Prevention of trauma and stressor-related disorders: A review.  <i>Neuropsychopharmacology</i>, 41(1), 357–369. <a href="https://doi.org/10.1038/npp.2015.261">https://doi.org/10.1038/npp.2015.261</a></p>
Week 6 (Fall Break, NO CLASS this week)		<p><b>*Assignment Due:</b> Midterm Quiz - Open Thursday October 21 8:00 AM – 8:00 PM</p>
Week 7 Live Zoom Session: October 26	Obsessive-Compulsive Disorders and Eating Disorders	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Obsessive-Compulsive Disorders</li> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Feeding and Eating Disorders</li> <li>• American Psychiatric Association (n.d.). What are eating disorders?. <a href="https://www.psychiatry.org/patients-families/eating-disorders/what-are-eating-disorders">https://www.psychiatry.org/patients-families/eating-disorders/what-are-eating-disorders</a></li> <li>• Bornheimer, L.A. (2015). Exposure and response prevention as an evidence-based treatment for obsessive–compulsive disorder: Considerations for social work practice. <i>Clinical Social Work Journal</i>, 43, 38–49. DOI: 10.1007/s10615-014-0483-4</li> <li>• Hobbes, M. (2018, September 19). Everything you know about obesity is wrong. Retrieved from <a href="https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/">https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/</a></li> <li>• Watch: Dr. Erin Harrop – recorded lecture on eating disorders</li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Guadini, J. (2018). Sick enough: A guide to the</li> </ul>

		<p>medical complications of eating disorders. Routledge.  <a href="https://www.taylorfrancis.com/chapters/30-000-foot-view-jennifer-gaudiani/10.4324/9781351184731-3">https://www.taylorfrancis.com/chapters/30-000-foot-view-jennifer-gaudiani/10.4324/9781351184731-3</a></p>
<p>Week 8  Live Zoom  Session:  November 2</p>	<p>Neurodevelopmental Disorders, Part 1–  Autism Spectrum</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Neurodevelopmental Disorders</li> <li>• Copeland, J. N. (Ed.). (2018, August). What is autism spectrum disorder? Retrieved from <a href="https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder">https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder</a></li> <li>• Bishop-Fitzpatrick, L., Dababnah, S., Baker-Ericzén, M.J., Smith, M.J., &amp; Magaña, S.M. (2019). Autism spectrum disorder and the science of social work: A grand challenge for social work research. <i>Social work in Mental Health</i>, 17(1), 73–92.</li> <li>• Lopez, K., Marroquin, J. M., &amp; Gutierrez, C. (2020). Methods to decrease disparities in age of autism diagnosis and treatment access among latinx children. <i>Social Work</i>, 65(2), 140-148.</li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>• Lord, C., Elsabbagh, M., Baird, G., &amp; Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. <i>Lancet</i> (London, England), 392(10146), 508–520. <a href="https://doi.org/10.1016/S0140-6736(18)31129-2">https://doi.org/10.1016/S0140-6736(18)31129-2</a></li> </ul>
<p>Week 9  Live Zoom  Session:  November 9</p>	<p>Neurodevelopmental Disorders, Part 2–  ADHD</p>	<ul style="list-style-type: none"> <li>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Attention-Deficit Hyperactivity Disorder</li> <li>• Rostain, A. L. (2012). Attention deficit hyperactivity disorder through the life cycle. <i>FOCUS</i>, 10(3), 266-281.</li> </ul>



		<ul style="list-style-type: none"> <li>Asherson, P., Akehurst, R., Kooij, J. J., Huss, M., Beusterien, K., Sasané, R., Gholizadeh, S., &amp; Hodgkins, P. (2012). Under diagnosis of adult ADHD: cultural influences and societal burden. <i>Journal of Attention Disorders</i>, 16(5 Suppl), 20S–38S.</li> <li>Parekh, M.D., M.P.H., R. (Ed.). (2017, July). What is ADHD? Retrieved from <a href="https://www.psychiatry.org/patients-families/adhd/what-is-adhd">https://www.psychiatry.org/patients-families/adhd/what-is-adhd</a></li> </ul>
Week 10 Live Zoom Session: November 16	Substance Use Disorders	<ul style="list-style-type: none"> <li>Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Substance Use Disorders</li> <li>Wells, E.A., Kristman-Valente, A.N., Peavy, K M., &amp; Jackson, T.R. (2013). Social workers and delivery of Evidence-Based Psychosocial treatments for substance use disorders. <i>Social Work in Public Health</i>, 28(3-4), 279-301.</li> <li>Mueser, K.T., &amp; Gingerich, S. (2013). Treatment of co-occurring psychotic and substance use disorders. <i>Social Work in Public Health</i>, 28(3-4), 424-439.</li> <li>Singer, J. B. (Producer). (2009, October 10). Prochaska and DiClemente's Stages of Change Model for Social Workers [Episode 53]. Social Work Podcast [Audio podcast]. Retrieved from <a href="http://www.socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html">http://www.socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html</a></li> </ul>
Week 11 Live Zoom Session: November 30	Personality disorders	<ul style="list-style-type: none"> <li>Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Personality Disorders</li> <li>Robitz, M.D., R. (Ed.). (2018, November). What are personality disorders? Retrieved from <a href="https://www.psychiatry.org/patients-families/personality-disorders/what-are-">https://www.psychiatry.org/patients-families/personality-disorders/what-are-</a></li> </ul>

		<p><a href="#">personality-disorders</a></p> <ul style="list-style-type: none"> <li>Carey, B. (2011, June 23). Expert on Mental Illness Reveals Her Own Fight. The New York Times.</li> </ul> <p><b>Supplemental reading:</b></p> <ul style="list-style-type: none"> <li>Winsper, C., Bilgin, A., Thompson, A., Marwaha, S., Chanen, A., Singh, S., . . . Furtado, V. (2020). The prevalence of personality disorders in the community: A global systematic review and meta-analysis. <i>The British Journal of Psychiatry</i>, 216(2), 69-78.</li> </ul>
Week 12 Live Zoom Session December 7	Putting it All Together, Part 1	<ul style="list-style-type: none"> <li>Peer presentations, no readings!</li> </ul>
Week 13 Live Zoom Session December 14	Putting it All Together, Part II	<ul style="list-style-type: none"> <li>Peer presentations, no readings!</li> </ul>

### 3. Assignments

Students will receive feedback on their assignments in a timely manner. Feedback will be provided within the week following the due date of the assignment.

The final grade for the course will be based on the following criteria:

#### 1. **30%: Class and Discussion Board Participation**

**Participation (15%)** The majority of information and co-learning in this course will take place via active class time, including the lecture, guest lecturers, and small group discussion time. Your presence in class is integral to your and your peers' learning.

Active learning has demonstrated better educational outcomes, including better

retention of the things that we learn and sharpening our critical thinking skills. In other words, grappling with material together, inclusive of our variations in personal background, social work interests, values and ideologies creates a compelling learning space. As such, we will create a classroom space that is focused on active discussion of social work research. Class participation will be a significant aspect of your final grade and it will be expected that you read the assigned material, making note of aspects that warrant discussion, before each class. In this way each class member has the opportunity to contribute and participate in the learning environment. The skills you acquire through discussing important issues with your peers in this and other classes at the SSW will be invaluable to you as a professional social worker.

**Weekly small group discussion board (15%):** Weekly discussion board participation allows you to connect with your peers and share your immediate thoughts and reactions to readings, which is important given the remote nature of online learning. Please post your comments and reactions and comment on other's posts as well.

## 2. **20%: Midterm exam**

In Module 6, there will be a midterm exam, covering specific diagnoses that have been reviewed in Modules 2-5. More details on the exam will be covered in Module 3.

## 3. **Mental Disorder Paper & Final Presentation 50%**

During the last two sessions of class, each student will present an overview of a mental disorder or cluster to the class via (Powerpoint, Google slides, Prezi, etc.). In order to prepare for this final presentation, you will also research and write a 3-5 page midterm paper on a mental disorder or disorder cluster. This will allow the instructor to give you feedback on your presentation development processes.

**Paper (20%).** Submit a 3-5 page paper including a disorder or disorder cluster, historical or sociopolitical influences, and appropriate treatments and social justice considerations.

**Presentation (30%)** All students will upload their final presentation file to Canvas by 11:59 PM on the evening before presentations begin. The presentation itself will comprise the final part of your grade on this project.

<b>Category</b>	<b>Due</b>	<b>Percentage</b>
Class Participation	Weekly	15
Weekly small group discussion board	Weekly	15
Midterm exam	Module 6	20
Mental disorders paper	Module 8	20
Upload presentation to canvas	Module 11	N/A
Individual Research Presentation	Modules 12 and 13	30
Total		100

#### 4. Class participation

Active learning has demonstrated better educational outcomes, including better retention of the things that we learn and sharpening our critical thinking skills. In other words, grappling with material together, inclusive of our variations in personal background, social work interests, values, and ideologies creates a compelling learning space. Class participation will be a significant aspect of your final grade and it will be expected that you read the assigned material, making note of aspects that warrant discussion, before each class. In this way each class member has the opportunity to contribute and participate in the learning environment. The skills you acquire through discussing important issues with your peers in this and other classes at the SSW will be invaluable to you as a professional social worker. Although we are convening remotely via ZOOM this semester, we will follow the Policy on Class Attendance found in the MSW Student Guide. In order to participate in Zoom you will need to have a camera and microphone available.

If you have to miss a class, in part or in total, you are required to notify the instructor via email (blajes@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.

#### 5. 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. 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 grade of less than 65% is an automatic fail for this class.

## 6. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. For more information on this policy, use this link [Recording and Privacy Concerns FAQ](#).

### COVID-19 Statement (Updated COVID-19 Statement – August 2021)

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

## 7. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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

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