1. Course Statement

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

a. Text and class materials

Association.

- Here is a link to the DSM-5 online:
  56
- 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*
- The DSM-5 Casebook can also be found at:
- Other assigned readings can be accessed through Canvas and will include added readings, or multimedia materials, and optional supplemental readings.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time:</th>
<th>Agenda:</th>
<th>Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Live Zoom</td>
<td>Mental Health, Disability, &amp; Social Justice</td>
<td>• Syllabus</td>
</tr>
<tr>
<td>Session: January 11th</td>
<td></td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Introduction</td>
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<tr>
<td></td>
<td></td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Use of the Manual</td>
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<tr>
<td></td>
<td></td>
<td>• Social Determinants of Mental Health</td>
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<tr>
<td><strong>Supplemental readings:</strong></td>
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<table>
<thead>
<tr>
<th>Week 2 Live Zoom Session: January 18th</th>
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<tbody>
<tr>
<td>Mood Disorders, Part 1: Depressive Disorders</td>
</tr>
<tr>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Depressive Disorders</td>
</tr>
<tr>
<td>• 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></td>
</tr>
<tr>
<td>• <em>Podcast: Therapy for Black Girls, #171 Managing Suicidal Thoughts</em> <a href="https://youtu.be/AqL0cRRIktI">https://youtu.be/AqL0cRRIktI</a></td>
</tr>
<tr>
<td>• Mental Health First Aid. (2019). Five tips for nonjudgmental listening.</td>
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<tr>
<td>Week 3 Live Zoom Session: January 25th</td>
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</table>
anxiety disorders? 
https://www.psychiatry.org/patients-families/anxiety-disorders/what-are-anxiety-disorders


**Supplemental reading:**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Psychosis, Schizophrenia-spectrum disorders.</th>
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<tbody>
<tr>
<td>Live Zoom Session: February 1st</td>
<td>- Diagnostic and Statistical Manual of Mental Disorders: DSM-5:Schizophrenia-Spectrum &amp; Other Psychotic Disorders</td>
</tr>
<tr>
<td></td>
<td>- DeVylder, J. E. (2015). Preventing schizophrenia and severe mental illness: A</td>
</tr>
</tbody>
</table>

- **Watch:** Dr. Shannon Blajeski – Recorded lecture: Early Psychosis: Employment & Education Pathways.


**Supplemental reading:**


<table>
<thead>
<tr>
<th>Week 5 Live Zoom Session: February 8th</th>
<th>Bipolar disorders</th>
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<tbody>
<tr>
<td></td>
<td>Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Bipolar and Related Disorders.</td>
</tr>
<tr>
<td></td>
<td>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></td>
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</table>

**Supplemental reading:**

<table>
<thead>
<tr>
<th>Week 6 Live Zoom Session: February 14&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Trauma and Stressor-Related Disorders</th>
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<tbody>
<tr>
<td></td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Trauma and Stressor-Related Disorders</td>
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<tr>
<td></td>
<td><em>Assignment Due:</em> Midterm Quiz - Open Thursday February 17&lt;sup&gt;th&lt;/sup&gt; 7:00 AM – 10:00 PM</td>
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<table>
<thead>
<tr>
<th>Week 7 No live session, recorded lecture.</th>
<th>Eating Disorders</th>
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<tbody>
<tr>
<td></td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Feeding and Eating Disorders</td>
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<tr>
<td></td>
<td>• Watch: Dr. Erin Harrop – recorded lecture on eating disorders</td>
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<tr>
<td>March 1st</td>
<td><em>Spring Break</em> - no class</td>
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<tr>
<td><strong>Week 8 Live Zoom Session: March 8</strong></td>
<td><strong>Obsessive-Compulsive Disorders</strong></td>
</tr>
<tr>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Obsessive-Compulsive Disorders.</td>
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<tr>
<td>• OCDPeers is an online program providing group support for individuals living with Obsessive-Compulsive Disorder. We offer</td>
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</tbody>
</table>

**Supplemental reading:**
education, support, and a sense of community. All of our group facilitators are trained and often certified as Peer Support Specialists in the state or country in which they live. https://ocdpeers.com/

<table>
<thead>
<tr>
<th>Week 9 Live Zoom Session: March 15th</th>
<th>Neurodevelopmental Disorders, Part 1–Autism Spectrum</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Neurodevelopmental Disorders</td>
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**Supplemental reading:**
<table>
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</thead>
<tbody>
<tr>
<td>Week 11 Live Zoom Session: March 29th</td>
<td>Substance Use Disorders</td>
<td>• Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Attention-Deficit Hyperactivity Disorder</td>
</tr>
</tbody>
</table>
|  |  | • Wells, E.A., Kristman-


**Week 12 Live Zoom Session: April 5th**

**Personality disorders**

- Diagnostic and Statistical Manual of Mental Disorders: DSM-5: Personality Disorders


Supplemental reading:

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%: Discussion Board & Reflection Journals**

   I highly encourage attending the weekly synchronous class sessions, however, attendance is not required in the online program. While class time each week will be dedicated to small group work on a clinical case and discussion, your participation in the weekly discussion board will also help create social learning opportunities with your classmates.

   Reflection journals also help to synthesize your learning through integration of a few weeks of material and adding your own thoughtful processing.

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. **Presentation of historical and sociopolitical influences of a mental disorder (20%)**

(See details in Canvas)

4. **Mental Disorder Final Paper (30%)**. Submit a 3-5 page paper including a disorder or disorder cluster and appropriate treatments and social justice considerations. (See details in Canvas).

<table>
<thead>
<tr>
<th>Category</th>
<th>Due</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly discussion board/reflection papers</td>
<td>Weekly</td>
<td>30</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>Module 6</td>
<td>20</td>
</tr>
<tr>
<td>Presentations</td>
<td>Modules 2-12</td>
<td>20</td>
</tr>
<tr>
<td>Mental disorders paper</td>
<td>April 13th</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Percentage Range</th>
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<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>101% - 105%</td>
<td>A+</td>
<td>86% - 89%</td>
<td>B+</td>
<td>75% - 78%</td>
<td>C+</td>
</tr>
<tr>
<td>95% - 100%</td>
<td>A</td>
<td>82% - 85%</td>
<td>B</td>
<td>70% - 74%</td>
<td>C</td>
</tr>
<tr>
<td>90% - 94%</td>
<td>A-</td>
<td>79% - 81%</td>
<td>B-</td>
<td>65% - 69%</td>
<td>C-</td>
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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.

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