



Course title:	Mental Health Disorders in Adulthood	
Course #/term:	SW 606	
Time and place:	Online	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Shannon Blajeski, PhD, MSW	
Pronouns:	She-her-hers	
Contact info:	Email: blajes@umich.edu	Phone: 734-763-7935 (office)
	You may expect a response within 12 hours	
Office hours:	Google Meet by appointment	
Biweekly office hours through Google Meet:	Every other Friday from 11:00-12:00 pm	

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. Using a clinical case discussion format 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). 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

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 <https://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

Date/Time	Agenda	Readings
Week 1	Mental Health, Disability, & Social Justice	<ul style="list-style-type: none"> • Syllabus • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi-org.proxy.lib.umich.edu/10.1176/appi.books.9780890425596. Introduction • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi-org.proxy.lib.umich.edu/10.1176/appi.books.9780890425596. Use of DSM5 • Braslow, J. T. (2013, January 16). The manufacture of recovery. <i>Annual Review of Clinical Psychology</i>, 9(1), 781–809. 10.1146/annurev-clinpsy-050212-185642 • World Health Organization. (2014). Social determinants of mental health. https://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809_eng.pdf?sequence=1

		<p>Supplemental Readings</p> <ul style="list-style-type: none"> • Goering, S. (2015, April 11). Rethinking disability: the social model of disability and chronic disease. <i>Current Reviews in Musculoskeletal Medicine</i>, 8(2), 134-138. doi: 10.1007/s12178-015-9273-z • Haegele, J. A., & Hodge, S. (2016, March 9). Disability discourse: Overview and critiques of the medical and social models. <i>Quest</i>, 68(2), 193–206.
Week 2	Mood Disorders, Part 1: Depressive Disorders	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm04 • American Psychiatric Association. (n.d.). What is depression?. https://www.psychiatry.org/patients-families/depression/what-is-depression • Mental Health First Aid. (2019, August 15). Five tips for nonjudgmental listening. https://www.mentalhealthfirstaid.org/2019/08/five-tips-for-nonjudgmental-listening/ • Youth.gov. (n.d.). Risk and protective factors. https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth • Stokes, M. N., Hope, E. C., Cryer-Coupet, Q. R., & Elliot, E. (2020, September 21). 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 • Mental Health First Aid. (2018, June 11). 5 tips for starting a conversation about mental health. https://www.mentalhealthfirstaid.org/2018/06/5-tips-conversation-mental-health/ <p>Supplemental Reading</p>

		<ul style="list-style-type: none"> • Holmes, L. (2020, September 22). Cognitive-behavioral therapy for depression and anxiety: CBT is a great option if you're struggling with depression or anxiety. <i>Verywell Mind</i>. https://www.verywellmind.com/cognitive-therapy-for-depression-and-anxiety-2330690
Week 3	Mood Disorders, Part 2: Anxiety Disorders	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm05 • American Psychiatric Association. (n.d.). <i>What are anxiety disorders?</i>. https://www.psychiatry.org/patients-families/anxiety-disorders/what-are-anxiety-disorders • Wald, J., & 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. • National Institute of Mental Health. <i>I'm so Stressed Out! Fact Sheet</i>. Retrieved from https://www.nimh.nih.gov/health/publications/so-stressed-out-fact-sheet/index.shtml <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Hipol, L. J., & Deacon, B. J. (2013). Dissemination of evidence-based practices for anxiety disorders in Wyoming: A survey of practicing psychotherapists. <i>Behavior Modification</i>, 37(2), 170–188. doi: 10.1177/0145445512458794
Week 4	Psychosis	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm02 • DeVylder, J. E. (2015, December 18). Preventing schizophrenia and severe mental illness: A grand challenge for social work. <i>Research on Social Work Practice</i>, 26(4),

		<p>449–459. doi: 10.1177/1049731515622687</p> <ul style="list-style-type: none"> • Comic Series on Acute Care. EASA Early Assessment and Support Alliance. (n.d.).EASArt. https://easacommunity.org/easa-art.php
Week 5	Schizophrenia Spectrum and Bipolar Disorders	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.978089042559 • Mueser, K. T., & McGurk, S. R. (2004, June 19). Schizophrenia. <i>The Lancet</i>, 363(9426), 2063–2072. • Leaver, K. (2020, July 29). Kim Kardashian West is right. We need to confront the stigma around bipolar disorder. <i>Vogue</i>. https://www.vogue.co.uk/beauty/article/bipolar-disorder-kanye-west • Rowland, T., & Marwaha, S. (2018, April 26). Epidemiology and risk factors for bipolar disorder. <i>Therapeutic Advances in Psychopharmacology</i>, 8(9), 251–269.
Week 6	Obsessive-Compulsive Disorders and Eating Disorders	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://dsm-psychiatryonline-org.proxy.lib.umich.edu/doi/full/10.1176/appi.books.9780890425596.dsm07 <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Howlett, J. R., & Stein, M. B. (2016). Prevention of trauma and stressor-related disorders: A review. <i>Neuropsychopharmacology</i>, 41(1), 357–369. https://doi.org/10.1038/npp.2015.261
Week 7	Trauma and Stressor-Related Disorders	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://dsm-psychiatryonline-org.proxy.lib.umich.edu/doi/full/10.1176/appi.books.9780890425596.dsm06 • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental</i>

		<p><i>disorders: DSM-5</i> (5th ed.). https://dsm- psychiatryonline- org.proxy.lib.umich.edu/doi/full/10.1176/appi. books.9780890425596.dsm10</p> <ul style="list-style-type: none"> • American Psychiatric Association (n.d.). <i>What are eating disorders?</i>. https://www.psychiatry.org/patients-families/eating-disorders/what-are-eating-disorders • 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 • Hobbes, M. (2018, September 19). Everything you know about obesity is wrong. Retrieved from https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/ <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Guadini, J. (2018). <i>Sick enough: A guide to the medical complications of eating disorders</i>. Routledge. https://www.taylorfrancis.com/chapters/30-000-foot-view-jennifer-guadiani/10.4324/9781351184731-3
Week 8	Neurodevelopmental Disorders, Part 1–Autism Spectrum	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://dsm- psychiatryonline- org.proxy.lib.umich.edu/doi/full/10.1176/appi. books.9780890425596.dsm01 • American Psychiatric Association. (n.d.). <i>What is autism spectrum disorder?</i>. https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder

		<ul style="list-style-type: none"> • Bishop-Fitzpatrick, L., Dababnah, S., Baker-Ericzén, M. J., Smith, M. J., & 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. • Lopez, K., Marroquin, J. M., & 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. <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Lord, C., Elsabbagh, M., Baird, G., & Veenstra-Vanderweele, J. (2018). Autism spectrum disorder. <i>Lancet (London, England)</i>, 392(10146), 508–520. https://doi.org/10.1016/S0140-6736(18)31129-2
Week 9	Neurodevelopmental Disorders, Part 2–ADHD	<ul style="list-style-type: none"> • American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://dsm-psychiatryonline-org.proxy.lib.umich.edu/doi/full/10.1176/appi.books.9780890425596.dsm01 • Asherson, P., Akehurst, R., Kooij, J. J., Huss, M., Beusterien, K., Sasané, R., Gholizadeh, S., & Hodgkins, P. (2012). Under diagnosis of adult ADHD: cultural influences and societal burden. <i>Journal of attention disorders</i>, 16(5 Suppl), 20S–38S. • American Psychiatric Association. (n.d.). <i>What is ADHD?</i>. https://www.psychiatry.org/patients-families/adhd/what-is-adhd <p>Supplemental Reading</p> <ul style="list-style-type: none"> • Rostain, A. L. (2012, July 1). Attention deficit hyperactivity disorder through the life cycle. <i>Focus</i>, 10(3), 266–281.

<p>Week 10</p>	<p>Substance Use Disorders</p>	<ul style="list-style-type: none"> ● American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.978089042559 ● Wells, E. A., Kristman-Valente, A. N., Peavy, K. M., & Jackson, T. R. (2013). Social workers and delivery of Evidence-Based Psychosocial treatments for substance use disorders. <i>Social Work in Public Health, 28</i>(3-4), 279-301. ● Mueser, K. T., & Gingerich, S. (2013). Treatment of co-occurring psychotic and substance use disorders. <i>Social Work in Public Health, 28</i>(3-4), 424-439.
<p>Week 11</p>	<p>Personality Disorders</p>	<ul style="list-style-type: none"> ● American Psychiatric Association. (2017). <i>Diagnostic and statistical manual of mental disorders: DSM-5</i> (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm05 ● American Psychiatric Association. (n.d.). <i>What are personality disorders?</i> https://www.psychiatry.org/patients-families/personality-disorders/what-are-personality-disorders ● Carey, B. (2011, June 23). Expert on Mental Illness Reveals Her Own Fight. <i>The New York Times</i>. <p>Supplemental Reading</p> <ul style="list-style-type: none"> ● 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, 216</i>(2), 69-78.

Week 12	Putting it All Together, Part 1	No readings
Week 13	Putting it All Together, Part 2	No readings

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.

Late work can be arranged with me but the student should let me know that work needs to be late as soon as possible to avoid loss of points. Work that is turned in late without communicating with me will be docked two points per day.

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

1. **30%: Participation**

Reflection Journal (x 3) - 15%

Short (~1 page) reflection papers will help you to process and integrate the readings with live and recorded Zoom sessions and small group breakout sessions. Papers in Modules 3, 6, and 9.

Group Discussion Board (x 8) - 15%

In addition to class time, you will need to interact with your Canvas Groups via posting and commenting on weekly discussion boards in Canvas. Discussions in Modules 1, 2, 4, 5, 7, 8, 10, and 11.

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, two additional written assignments will be submitted.

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.

Outline (10%). Submit a 1 page introduction of your topic including proposed content areas that you will address in your final presentation along with a proposed outline of your presentation following the assignment guidelines.

Presentation (20%) 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.

Category	Due	Percentage
Participation: Reflection journals	Module 3, 6, 9	15
Participation: Weekly small group discussion board	Modules 1, 2, 4, 5, 7, 8, 10, and 11	15
Midterm exam	Module 6	20
Mental disorders paper	Module 8	20
Final presentation outline	Module 10	10
Upload presentation to canvas	Module 11	N/A
Individual Research Presentation	Modules 12 and 13	30
Total		100

4. Live Zoom 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. 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. In order to participate in Zoom you will need to have a camera and microphone available.

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](#).

7. COVID-19 Statement

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. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid 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. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. 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.

8. 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*