THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER:  SOWO 800 (Monday, 9:00 a.m. to 11:50 a.m., TTK, Room 300)
COURSE TITLE:  ADULT HEALTH AND MENTAL HEALTH DISORDERS
SEMESTER AND YEAR:  FALL 2008
INSTRUCTOR:  Matthew O. Howard, Ph.D.
Frank A. Daniels, Jr. Distinguished Professor
School of Social Work
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Chapel Hill, NC 27599-3550
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OFFICE HOURS:  Monday, 12:00 p.m. to 2:00 p.m. and by appointment. My office is on the 5th floor (Room 563A).

COURSE DESCRIPTION:  This course examines adult health and mental health conditions and focuses on the impact these have on individual and family development and functioning.

COURSE OBJECTIVES:  At the conclusion of this course, students:

1. Should be able to define the concepts of health and mental health, illness, disease, disability and disorder.
2. Should be able to use standard diagnostic tools, such as the Diagnostic and Statistical Manual of Mental Disorders-IV-TR and International Classification of Diseases-10th Edition (ICD-10 Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines), and the ICIDH-2 (International Classification of Functioning and Disability) to identify major medical and mental conditions.
3. Will understand the impact of race, ethnicity, gender, age, sexual orientation, and socioeconomic status on health and mental health of adults, particularly on symptom presentation, diagnosis, and access to care.
4. Students will be able to articulate the physical and psychological manifestations and course of a range of conditions that can affect adult functioning and development.
5. Will demonstrate an understanding of current theories of etiology, including risk and resiliency theory, related to these conditions.
6. Will be sensitive to the potential use of personal data in health and mental health assessments for persons who may be in vulnerable and oppressed situations.
7. Will recognize the impact of medical and mental health conditions on individual, family, and community functioning and development.
8. Will demonstrate an understanding of the ethical issues in assessment and diagnosis of health and mental health conditions.
SKILLS:

ALTHOUGH THIS IS NOT A METHODS CLASS, STUDENTS MAY ANTICIPATE OBTAINING SKILLS TO:

1. THINK CRITICALLY ABOUT A CLIENT’S CONDITION TO DETERMINE IF THE CLIENT HAS ANY TYPE OF HEALTH AND/OR MENTAL DISORDER;
2. WRITE A DSM-IV DIAGNOSTIC AXIAL STATEMENT FOR A CLIENT AND BE FAMILIAR WITH AT LEAST ONE OTHER METHOD OF ASSESSMENT;
3. FRAME QUESTIONS TO DETERMINE THE PRESENCE OF “RED FLAGS” OF MAJOR DISORDERS/HEALTH ISSUES;
4. DESCRIBE MAJOR MENTAL DISORDERS, OR GROUPS OF DISORDERS, IN TERMS THAT ARE CLEAR AND APPROPRIATE FOR CLIENTS AND THEIR FAMILY MEMBERS;
5. BE ABLE TO ARTICULATE THE ETHICAL ISSUES INVOLVED WITH MAKING A HEALTH OR MENTAL HEALTH DIAGNOSIS;
6. FRAME QUESTIONS FOR DIAGNOSTIC TEAM MEETINGS TO DETERMINE THE IMPACT OF CULTURE OR DIFFERENCE ON ASSESSMENT.

EXPANDED DESCRIPTION:

This is an Advanced Curriculum human behavior course that builds on the normal human development course, SOWO 500. Therefore, it is assumed that the student will be able to contrast normal developmental behaviors with behaviors found in particular health problems and mental health disorders and to distinguish problems of living within normal development with the difficulties persons experience in particular health and mental health disorders. Although health problems and mental disorders are individually assessed, it is the perspective of this class that the impact of a mental or physical disorder is also experienced within the family and community.

This course examines only those health problems and mental disorders that typically have an onset in years 18 and above. However, where there is evidence of a particular disorder having roots in the experience of earlier years, that tie will be explored. A companion course, SOWO 234/570—Child and Adolescent Mental Disorders, examines disorders with a typical onset before the age of 18 years. There are ties between the two courses, but there is not significant overlap.

Assessing mental and physical disorders puts clinicians in a powerful position with clients, fraught with ethical and other potential dilemmas. Therefore, specific ethical content in this course will focus on topics related to: (a) determining whether a client has a health or mental disorder or just a problem with living, (b) being certain that if the client is different from the majority population and/or the social worker that such difference has been understood rather than diagnosed, and (c) being certain that cultural context is considered in the assessment process. There is considerable effort throughout this course to examine how a particular
diagnosis or label might be misunderstood and misapplied to vulnerable populations and how to avoid this practice.

**REQUIRED TEXTS/READINGS:**


This text is a classic in the field and will remain a valuable resource on your professional bookshelf for some time to come. The first edition is now 36 years old, but each subsequent edition has been substantially updated; the tenth edition reflects current thought in mental health across a wide range of issues. The authors of this text note its specific utility for students who wish to make a career in psychiatric social work and mental health practice more generally.


Although other systems for the classification of mental disorders exist, DSM-IV-TR is unique in terms of its social, political, clinical, and scientific influence. We will read the entire text with the exception of the chapter devoted to disorders usually first diagnosed in childhood or adolescence. We will develop expertise in the application of its multi-axial diagnostic approach.

The Sadock and Sadock text and DSM-IV manual are available for purchase in the student bookstore. Other required readings are listed by class session and will be handed out in class, available by checkout on the 5th floor of the building outside my office (563A), and available very soon on the blackboard site for this course. These readings will be drawn from the following sources:


This book is a useful aid to advanced diagnostic decision-making in cases that are particularly problematic.


This book contains numerous case studies and is organized such that it parallels the DSM-IV manual, highlighting material covered in DSM-IV on a chapter-by-chapter basis.

This is the most current and complete health social work handbook currently available in social work and has good chapters on oncology social work, nephrology social work, end-of-life care, pain management and palliative care, and social work with persons suffering from other chronic diseases such as HIV/AIDS, diabetes, and vascular disease (e.g., stroke and heart disease).


This is an excellent collection of case studies, very thoughtfully selected and well presented. Schwartzberg is a practicing clinical psychologist affiliated with Harvard University.


This is a collection of cases that are both interesting to read and helpful in developing greater facility in differential diagnosis. Robert Spitzer led the early development of DSM and is a leader in this area. His wife, Janet Williams, is a social work faculty member at Columbia University and a co-author of this work.

In addition to selections from the abovementioned texts, I will also distribute professional-level case studies from various medical, psychiatric, social work, and psychology journals and assorted other readings from professional journals. Your responsibility is to purchase other otherwise obtain the Sadock and Sadock text and the DSM-IV-TR manual.

**RELATED READINGS:**


Please see the appended bibliography for readings related to health and mental health assessment, access to care, and race, gender, sexual orientation, SES, and culture.
TEACHING METHODS

This class will utilize lecture-discussion methods, videos, skills practice and numerous case studies and other examples. Students are expected to have completed required readings before class and to participate in class by introducing relevant examples and/or questions. If a client example is used, ALL identifying information MUST be disguised. Case examples will be used so that students are able to observe the signs and symptoms of diagnosable disorders. In order to ensure a supportive atmosphere for maximal professional growth as a professional social worker, it is expected that all discussions will be both respectful and confidential.

CLASS ASSIGNMENTS

Course requirements consist of: 1) an objective midterm exam (20 points), 2) an objective final exam (20 points), 3) one book report (10 points), 4) 14 one-page case study reviews (from Schwartzberg, 14 points), 5) 16 additional annotated case study/supplementary readings, 16 points), 6) a completed DSM-IV Study Guide (10 points), and 7) class participation (10 points). Two, 1-point optional bonus point exercises will also be available to students.

The midterm exam is October 27th and will cover the first eight weeks of lecture and reading material.

The final examination is December 8th and is not comprehensive. Rather, material covered in weeks 9-14 will be the focus of evaluation.

Midterm and final exams will be comprised of 20 multiple-choice, short answer, and true/false questions. Also, students will be asked to watch videotaped interactions with clients and to assign appropriate mental health problem diagnoses. Please bring your DSM-IV manual to the midterm and final exams.

The book report is due December 1st and should be approximately 3-5 pages in length. The review should summarize the contents of a popular or professional book addressing one of the mental health problems we discuss in this course. The book might be a personal account of coping with the problem or a professional text relevant to the diagnosis or treatment of the disorder. Talk with the instructor if you need help in choosing a book. Students often spend 1 or 2 pages describing the aims, intended audience, and potential utility of the book for clients, family members, or practitioners. They then devote 1 or 2 pages to a stylistic and substantive critique of the book. Students will be asked to present a 5-minute (low stress!) talk about their book in class on December 1st (see below).

One or more case study reviews from Schwartzberg will be due many weeks (see below for specific weekly requirements). Please briefly summarize the case, providing relevant biographical, and socioenvironmental information, discuss the relevant signs and symptoms of mental health disorder that are evident in the case, and present the multiaxial DSM-IV diagnoses to the best of your ability. Do not exceed 1 page (single or double-spaced, citations do not
have to be included) on this assignment and structure your review as you think best.

Often students present a narrative rendering of the case details approximately one-half page in length and then add the material found on the Multiaxial Report Form on page 36 of the DSM-IV-TR relevant to diagnosis. The 14 case studies will be drawn from the Schwartzberg book and are worth 1 point each. Note: students are often concerned about simply emulating the multi-axial diagnosis that Schwartzberg provides for these 14 case studies. It is absolutely fine to do this, as I find that it benefits students to model the diagnostic reasoning of an experienced clinician. However, you may not always entirely agree with Schwartzberg and I encourage you to add, subtract, or modify the diagnoses assigned by Schwartzberg if you think it makes sense to do so.

Many weeks an additional annotated case study or related reading will be assigned for students’ review. Please carefully read these assignments, making notes in the margin of the reading that reflect questions or issues that arise during the reading of the material. Each week you will turn in these readings with your name or PID at the top and I will review and return them. You will receive 1 point for reading and annotating each of these articles as long it is clear to me that you have thoughtfully read and considered the reading. There are a total of 16 annotated case study/supplementary reading assignments this semester. Thus, many weeks of the class you will prepare one or more 1-page Schwartzberg case reviews and/or read, annotate, and turn in another case review/related assignment with your handwritten notes on it. You earn an average of 2 points per week in this fashion. I will tell you specifically, each class, what assignments are due the following week so that you are always clear about what is required.

A DSM-IV Study Guide will also be distributed. Students should turn in pages 1-13 of the Study Guide on the day of the midterm (October 27th) and pages 14-25 on December 1st. Five points will be awarded for each half of the completed study guide. Note that you do not have to complete the section on childhood disorders for this course (i.e., relevant sections of pp. 3-5). This assignment will be graded pass or fail and all students completing 75% or more of the study guide questions will receive full points for their work. If students are not successful in completing at least 70% of study guide items at the time they first submit the study guide, I will return the guide to them and they can continue to work on it until such time as they do achieve a minimum of 75% of the responses correct.

Class participation will be a function of class attendance and the intellectual contribution the student makes to the class. All persons who miss 0 or 1 classes will receive 5 points for attendance, students who miss 2 or 3 classes will receive 3 points for attendance, and those who miss more than 3 classes will receive 0 points for attendance. Students who participate regularly and who make a good contribution to class will receive 5 points for their contribution to class, those who contribute occasionally will receive 3 or 4 points for their intellectual contribution depending on the quality of their contribution, and students who contribute rarely, are disengaged from class, or who make comments that indicate they have not completed the relevant assignments, will receive either 0, 1, or 2 points depending on the regularity and pertinence of their contributions.
Optional bonus point exercises include 1) the viewing of one film from the hundreds listed on the Movies & Mental Illness film list I hand out the first day of class, and 2) the presentation of a brief news article or report relevant to mental health or health at the beginning of one of our class sessions. With regard to bonus point option 1, the movie must be one you have never seen before and you should write a brief one paragraph review of the movie. The one paragraph review should provide an assessment as to the potential of the movie for informing or misinforming the general viewing public about the mental health disorder or issue in question. I will also ask you to provide a one-to-two minute review of the film on December 1st, at the time oral book reviews are presented.

Grading System

Required Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20 pts</td>
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<tr>
<td>Final</td>
<td>20 pts</td>
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<tr>
<td>Book Report</td>
<td>10 pts</td>
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<tr>
<td>14 Schwartzberg case study reviews</td>
<td>14 points</td>
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<tr>
<td>16 Additional case reviews/related readings</td>
<td>16 points</td>
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<tr>
<td>DSM-IV Study Guide</td>
<td>10 points</td>
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<tr>
<td>Class Participation</td>
<td>10 points</td>
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Optional Assignments

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Mental Health Film Viewing and Review</td>
<td>1 bonus point</td>
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<tr>
<td>Health/Mental Health News Report Presentation</td>
<td>1 bonus point</td>
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Grading System

H = 94-100       Exceptional work
P = 80-93       Entirely Satisfactory Work
L = 70-79       Not Entirely Satisfactory Work
F = 69 and below Unsatisfactory Work

Policy on Incompletes and Late Assignments

A grade of Incomplete is given on rare occasions solely at the discretion of the instructor when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a timely conversation with the instructor to request an incomplete or an extension of an assignment due date if such allowance is needed due to emergency or unforeseen circumstances.

Policy on Academic Dishonesty
Please refer to the *APA Style Guide*, the *SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work."

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

Use of electronic devices such as laptop computers in class for non-class related activities (e.g. checking email, playing games) is inappropriate and will not be tolerated. Please do feel free to bring your laptop to class if you want to use it for taking notes.

**OTHER POLICIES/GENERAL INFORMATION**

If it is essential to do so, students may submit completed assignments by email (mohoward@email.unc.edu), but I would generally prefer to receive a hard copy in class.

**CLASS SCHEDULE**

Week 1 (8/25)  Introductions, Review of the Syllabus, Overview of Assessment in SW
Week 2 (9/8)    Delirium, Dementia, and Amnestic Disorders/Substance Use Disorders
Week 3 (9/15)   Schizophrenia and Other Psychotic Disorders
Week 4 (9/22)   Mood Disorders
Week 5 (9/29)   Anxiety Disorders
Week 6 (10/6)   Somatoform Disorders
Week 7 (10/13)  Factitious and Dissociative Disorders
Week 8 (10/20)  Sexual and Gender Identity Disorders
Week 9 (10/27)  Eating and Sleep Disorders; **Midterm Exam; 1st half of Study Guide Due**
Week 10 (11/3)  Impulse Control Disorders and Adjustment Disorders
Week 11 (11/10)  Personality Disorders and Legal Issues
Week 12 (11/17)  HIV/AIDS, Nephrology Social Work, and Oncology Social Work
Week 13 (11/24)  Liver Disorders, Organ Transplantation, Cardiovascular Disease, PAD, and Stroke, Pain Management, Palliative Care, and Disability
Week 14 (12/1)  Future of Social Work Practice in the Health and Mental Health Areas: A Global Perspective— **Student Book and Movie Review Presentations, Written Book Reviews Due, and 2nd Half of DSM-IV Study Guide Due.**

December 8th  **Final Exam**

**READINGS AND COURSE OUTLINE**

Note: All assigned reading should be completed prior to the next class.

**Session One**  **COURSE INTRODUCTION**

**August, 25th**  **SYLLABUS REVIEW, ASSESSMENT/DIAGNOSIS IN SOCIAL WORK**

Topics: Overview

1. Current Events
2. Syllabus Review
3. Video and Case History Tests of Current Knowledge
4. Introductions
5. Mental Health: Definitions and Perspectives
6. Introduction to Psychiatric Diagnosis and DSM-IV: History, Current Uses, and Structure

MENTAL HEALTH ASSESSMENT AND EVALUATION

Topics: This session component will issues pertaining to mental health assessment, including the signs and symptoms of mental illness, various paper and pencil measures of mental health functioning and a recent practice guidelines for mental health assessment.

1. Interviewing and Clinical Examination of the Mental Health Client
2. Signs and Symptoms of Mental Illness
3. Use of Mental Health Rating Scales and Structured Psychiatric Interviews
4. Appropriate Role of Laboratory Tests and Physical Examination


Assignments: Read and annotate Swango and Salvi Case Studies from The New Yorker (instructor will distribute). Read these case studies, take notes on them, and hand them in the following week with your name or PID on them.

Session Two

DELIRIUM, DEMENTIA, AND AMNESTIC DISORDERS/SUBSTANCE USE DISORDERS

September 8th

Topics: Characteristics and differential diagnosis of cognitive disorders including delirium, dementia, and amnestic disorders will be examined. This session will also examine the full gamut of substance use disorders and their social and medical consequences, personal and social costs, and signs, symptoms, prevailing treatment approaches.

Readings: Pages 135-180 in DSM-IV-TR: “Delirium, Dementia, and Amnestic and Other Cognitive Disorders” and pages 181-190 in DSM-IV-TR, “Mental Disorders Due to a General Medical Condition.”

Pages 191-295 in DSM-IV-TR: "Substance-Related Disorders."

Chapter 10 in Sadock & Sadock: “Delirium, Dementia, and Amnestic and Other Cognitive Disorders and Mental Disorders Due to a General Medical Condition”
Chapter 12 in Sadock & Sadock: "Substance-Related Disorders."

Assignments: Case reviews for Case 14, Schwartzberg, “Dementia of the Alzheimer’s Type” and Case 10, Schwartzberg: Opioid Dependence Case Study. Note that you have these two case study assignments due next week.

Guest Lecturer: Lisa Hamill, President, NAMI of Orange County

**Session Three**
**SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS**

September 15th

Topics: Schizophrenia in its various manifestations and subtypes will be addressed along with other disorders involving hallucinations, delusions, and other characteristic features of thought disorders.

Readings: Pages 297-343 in DSM-IV-TR: "Schizophrenia and Other Psychotic Disorders."

Chapters 13 & 14 in Sadock & Sadock: "Schizophrenia," and "Other Psychotic Disorders."


**Session Four**
**MOOD DISORDERS**

September 22nd

Topics: The full spectrum of depressive and manic-depressive illnesses will be characterized in terms of their etiology, presenting symptoms, and diagnostic criteria.

Readings: Pages 345-428 in DSM-IV: "Mood Disorders."

Chapter 15 in Sadock & Sadock: "Mood Disorders."

Assignments: Case reviews for Cases 3 & 4, Schwartzberg: Dysthymic Disorder and Bipolar Disorder Case Studies.
Session Five  
**ANXIETY DISORDERS**  
September 29th  
Topics: Signs and symptoms of the full-range of anxiety disorders will be presented including phobias, obsessive-compulsive disorder, and social anxiety.

Readings:  
Pages 429-484 in DSM-IV: "Anxiety Disorders."  
Chapter 16 in Sadock & Sadock: "Anxiety Disorders."

Assignments: Case reviews for Cases 1 & 2, Schwartzberg: Posttraumatic Stress Disorder and Panic Disorder with Agoraphobia.

Session Six  
**SOMATOFORM DISORDERS**  
October 6th  
Topics: Somatoform disorders will be discussed with special attention to somatization and hypochondriasis.

Readings:  
Pages 485-511 in DSM-IV: "Somatoform Disorders."  
Chapter 17 in Sadock & Sadock: "Somatoform Disorders."


Session Seven  
**FACTITIOUS AND DISSOCIATIVE DISORDERS**  
October 13th  
Topics: Factitious and dissociative disorders will be presented including conditions such as Munchasen's Disorder by Proxy. Differentiating between the various dissociative disorders conditions will be a central feature of the discussion.

Readings:  
Pages 513-517 and 519-533 in DSM-IV-TR: "Factitious Disorders" and "Dissociative Disorders."  
Chapters 19 & 20 in Sadock & Sadock: "Factitious Disorders" and "Dissociative Disorders."

Session Eight
October 20th

SEXUAL AND GENDER IDENTITY DISORDERS

Topics: Characteristics of sexual and gender identity disorders will be the focus of the lecture, including impotence, anorgasmia, premature ejaculation, paraphilias, and controversial issues surrounding the diagnosis of gender identity disorder.

Readings:
- Pages 535-582 in DSM-IV-TR: "Sexual and Gender Identity Disorders."
- Chapters 21 & 22 in Sadock & Sadock: "Human Sexuality" and "Gender Identity Disorders."

Assignments: Case reviews for Cases 11 & 12, Schwartzberg: Transvestic Fetishism and Male Erectile Disorder Case Studies.

Session Nine
October 27th

EATING AND SLEEP DISORDERS

Topics: Diagnostic features of anorexia nervosa, binge eating, bulimia nervosa, and issues related to the etiology, diagnosis, and treatment of eating disorders will be examined. Normal and abnormal sleep processes will be described including primary and secondary insomnia and sleep disruptions secondary to psychiatric and medical disorders.

Readings:
- Pages 583-595 in DSM-IV: "Eating Disorders."
- Chapter 23 in Sadock & Sadock: "Eating Disorders."
- Pages 597-661 in DSM-IV-TR: "Sleep Disorders."
- Chapter 24 in Sadock & Sadock: "Normal Sleep and Sleep Disorders."


Midterm Exam
**Session Ten**  
**IMPULSE CONTROL DISORDERS/ADJUSTMENT**  
**November 3rd**

Topics: Impulse control disorders including pathological gambling, kleptomania, and pyromania will be discussed, as will adjustment disorders and suicide. Special attention will be paid to diagnostic issues.

Readings:  
Pages 663-677 and 679-683 in DSM-IV-TR: "Impulse Control Disorders Not Elsewhere Specified" and "Adjustment Disorders."

Chapters 25 and 26 in Sadock & Sadock: "Impulse Control Disorders Not Elsewhere Classified" and "Adjustment Disorders."


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**Session Eleven**  
**PERSONALITY DISORDERS/OTHER ISSUES/LEGAL ISSUES**  
**November 10th**

Topics: Cluster A, B, and C personality disorders will be examined with regard to their diagnostic features and will other conditions, which may be the focus of clinical attention such as criminal behavior and legal issues.

Readings:  
Pages 685-729 and 731-742 in DSM-IV-TR: "Personality Disorders" and "Other Conditions That May be a Focus of Clinical Attention."

Chapters 27, 31, 32, 33, and 34 in Kaplan & Sadock: "Personality Disorders," "Relational Problems," "Problems Related to Abuse or Neglect," "Additional Conditions that May be a Focus of Clinical Attention," and "Emergency Psychiatric Medicine."


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**Session Twelve**  
**HIV/AIDS, NEPHROLOGY SOCIAL WORK, AND ONCOLOGY SOCIAL WORK**  
**November 17th**
Topics: Global and national impact of HIV/AIDS, routes of transmission, prevention and treatment efficacy and compliance issues, prevalence, correlates and role of social work in working with kidney disease and cancer patients.


Session Thirteen LIVER DISORDERS, HEART DISEASE, STROKE, PAD, PAIN MANAGEMENT, PALLIATIVE CARE, AND DISABILITY

November 24th Topics: Social work issues and care for persons with liver, cardiovascular, cerebrovascular, peripheral vascular, chronic pain, and end-of-life issues.


Session Fourteen  
December 1st  
FUTURE OF SOCIAL WORK PRACTICE IN HEALTH AND MENTAL AREA AREAS: A GLOBAL PERSPECTIVE  
Topics: Students’ Book Review and Movie Review Presentations, STDs other than HIV/AIDS, Polydrug use disorders and health and mental health comorbidities, global perspectives  

December 8th  
Final Exam
BIBLIOGRAPHY OF READINGS RELATED TO COURSE CONTENT


