

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

**Course Number:** SOWO 800 (Monday, 9:00am to 11:50am, TTK Room 102)

**Course Title:** Adult Health and Mental Health Disorders

**Semester and Year:** Spring 2008

**Instructor:** Betsy (Sarah) Bledsoe, Ph.D., MSW, M.Phil.

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**Course Web Site:** <http://blackboard.unc.edu>

**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/mental health, illness, disease, disability and disorder.
2. Students will be able to use standard diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders-IV* (text-revision) and the *International Classification of Disease-10*, and the *ICIDH-2* (International Classification of Functioning and Disability) to identify major medical and mental conditions.
3. Students 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. Students will demonstrate an understanding of current theories of etiology, including risk and resiliency theory, related to these conditions.
6. Students 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. Students will recognize the impact of medical and mental health conditions on individual, family, and community functioning and development.
8. Students 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. compose a cultural formulation where appropriate;
5. describe major mental disorders, or groups of disorders, in terms that are clear and appropriate for clients and their family members;
6. be able to articulate the ethical issues involved with making a health or mental health diagnosis;
7. 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 experiences 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 put clinicians in a powerful position with clients, fraught with ethical and potential dilemmas. Therefore, specific ethical content in this class 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 particular diagnosis or label might be misunderstood and misapplied to vulnerable populations and how to avoid this practice.

**Required Texts:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision*. Washington, DC: Author.

Andreason, N.C. & Black, D.W. (2006). *Introductory textbook of psychiatry* (4th ed.). Washington, D.C.: American Psychiatric Association.

Gehlert, S. & Browne, T.A. (2006). *Handbook of health social work*. Hoboken, NJ: John Wiley and Sons, Inc.\*

Required articles and chapters will be available through the UNC Library's e-journals collection or on the course's Blackboard site.

\*Only certain chapters in this book are required. Copies of required chapters will be made available on the 5<sup>th</sup> Floor for students who choose not to purchase this book.

**Highly Recommended:**

Corcoran, J. & Walsh, J. (2006). *Clinical assessment and diagnosis in social work practice*. Oxford: Oxford University Press.

Roth, A. & Fonagy, P. (2004). *What works for whom? A critical review of psychotherapy research* (2<sup>nd</sup> ed.). NY: The Guilford Press.

Thyer, B.A. & Wodarski, J.S. (2007). *Social work in mental health: An evidence-based approach*. Hoboken, NJ: John Wiley & Sons.

**Teaching Methods:**

The class will utilize lecture-discussion methods, videos, skills practice and case examples. Students are expected to have completed required readings BEFORE class and 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 in this class will be both respectful and confidential.

**Assignments:**

**All paper assignments are due at the beginning of class.** Students are strongly encouraged to submit assignments via e-mail in electronic format. All e-mail must be received prior to the beginning of the class on the assignment due date. Please put your PID number- not your name- on any written work or assignments. This will allow me to evaluate all students work as fairly as possible.

**Poster presentation slides and discussion questions are due by 1:00pm on the Friday before the class assigned for presentation.** Poster presentations should be submitted via e-mail. Discussion questions should be posted directly to the discussion board on the class website.

1. Attendance and Participation. Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. We will be covering a great deal of information in each class. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students

with more than three absences will receive an “L” unless they have made prior arrangements with the instructor. In order to fully participate in and benefit from each class session, students must complete required readings and come to class prepared to discuss them.

Additionally, each student is responsible for being the lead discussant for one required course reading during the semester. This **informal** assignment requires the student bring 1 relevant question for discussion related to their chosen reading to class on the day the reading is assigned and be prepared to facilitate discussion around the question. Questions should be relevant to the chosen article as well as the topic being covered in class on the day of the assigned article. Student discussants should be prepared to discuss the question they have posed (although they do not need to have a definitive answer to that question) and the article in general. Each discussant should post her or his question in the appropriate discussion board on the class website by 1:00pm the Friday before the class in which the reading they have chosen will be due. Discussion boards will on the class website allow students an opportunity to respond to and think about this question as they are preparing for class. A sign-up sheet will be distributed during the first day of class. If you are absent on the day your discussion question is due it is your responsibility to contact the instructor.

Attendance and participation in discussions (10%) and discussion boards on the course website (10%), including taking the role of class discussant for one required class reading (10%), constitutes 30% of your grade for the course.

2. Case Study Assignment. An expanded description of this assignment will be provided at the beginning of the semester. **This assignment will be due March 21, 2008** and constitutes 35% of your grade for the course.
3. Poster Presentation on Evidence Based Practice in Health and Mental Health with Diverse Populations. An expanded description of this assignment will be provided at the beginning of the semester. Each student will choose a topic of interest and present their electronic poster during the class session related to that topic. Topics must be selected by week two of the course and presentations will occur from week 4 to week 13. Only two students may present per week and presentations should be related to the information covered during class. If you have problems matching your topic to an open date, you may contact the instructor. Dates will be assigned on a first come first serve basis beginning after the first class. Students, after reading the attached expanded description of this assignment, should e-mail their topic and a request for the week they would like to present for approval. This assignment constitutes 35% of your grade for the course.

### **APA and Written Assignments**

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. You will need to have access to the *Publication Manual of the American Psychological Association, Fifth Edition (2001)* that is available at most bookstores. The following web sites provide additional information: <http://juno.concordia.ca/help/howto/apa.php> (general information about documentation using APA style) and

<http://www.apa.org/journals/webref.html> (APA Style for material in electronic formats). While these websites may be useful resources, you will be responsible for APA style as it is presented in the 2001 5<sup>th</sup> Edition Manual.

The *UNC School of Social Work Style Guide: A Writing Manual for Social Work Students* (which is posted on the School's website) also contains basic APA information and a section on how to avoid misuse of the words and ideas of others in your written work. **Students are strongly encouraged to review the section on plagiarism carefully.** All instances of academic dishonesty will result in disciplinary measures pre-established by the School of Social Work and the University.

All students are encouraged explore the resources available through the university writing center as well as those made available to students through the school of social work. The Writing Center, located in Phillips Annex, seeks to make students better writers. Writing Center services are free and available to all University students. Tutors work with students on all aspects of writing including topic development, organization, style, and grammar. One-on-one tutoring sessions are available by appointment. To learn more about the Writing Center, access Writing Center handouts and resources, or make an appointment, please visit the Writing Center's website at: <http://www.unc.edu/depts/wcweb>. For more information, please contact Kimberly Abels, Director, Writing Center, CB# 5137, Phillips Annex, UNC-Chapel Hill, Chapel Hill, NC 27499-5137, 919-962-7710 or [kabels@email.unc.edu](mailto:kabels@email.unc.edu).

#### **Honor Code:**

The Student Honor Code is always in effect in this course. The *Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>) requires that you vouch for your compliance on all your written work. You must write the following pledge in full on each document. Sign and date your statement. **“I have neither given nor received any unauthorized assistance on this assignment.”**

#### **Policy on Accommodations for Students with Disabilities:**

Students with disabilities that affect their participation in the course must notify the instructor and the Office of Disabilities if they wish to have accommodations in instructional format, examination format, etc. The instructor will work with the Office of Disabilities and the student to make appropriate accommodations.

#### **Grades:**

The School of Social Work uses an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H ranges from 94 - 100; a P is 80 - 93; an L is 70 – 79; an F is 69 or below. The H, P, L, F evaluation system is NOT equivalent to a more traditional A, B, C, D, F evaluation system. A grade of P is considered entirely satisfactory. The grade of Honors signifies that the work is clearly excellent in all respects. Plus and minus qualifiers will not be used. Do not expect or request a grade of H- or L+. For the benefit of the student, all assignments and final grades will also receive a percentage score. A student receiving nine or more Low Passing credits is ineligible to continue in graduate school. The final grading breakdown is:

<b>Assignment</b>	<b>Percentage</b>
Attendance and Participation (Attendance and Class Participation – 10%) (Discussion Board Participation – 10%) (Required Reading Class Discussant – 10%)	30%
Case Study Assignment	35%
Poster Presentation on Evidence Based Practice in Health and Mental Health with Diverse Populations	35%
<b>Total</b>	<b>100%</b>

### **Late Papers**

Late papers are strongly discouraged. To obtain permission to submit a paper after the deadline, the student must seek approval from the instructor before the day that the product is due. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur each day, including weekends. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. Avoid having last minute computer failures prevent you from turning papers in on time. Plan ahead! Keep backups; don't rely on having computers, printers, servers, and email programs working perfectly one half-hour before class.

### **CLASS SCHEDULE:**

Week 1	(1/14): Introductions, review of the syllabus, overview of assessment in SW. (1/21): HOLIDAY, Martin Luther King Day – NO CLASS
Week 2	(1/28): Evidence-based Practice for Social Work in Health and Mental Health
Week 3	(2/4): Assessment and use of DSM and classification system (COPEs QUESTIONS DUE - ELECTRONICALLY)
Week 4	(2/11): Anxiety Disorders and Trauma
Week 5	(2/18): Eating Disorders
Week 6	(2/25): Mood Disorders
Week 7	(3/3): Health and Oncology Social Work (3/10): SPRING BREAK - NO CLASS
Week 8	(3/17): Alcohol and Drug-Related Disorders (Case Study Assignment Due – March 21, 2008)
Week 9	(3/24): HIV/AIDS & Chronic Illness - Diabetes, Cardiovascular Disease, Stroke
Week 10	(3/31): Schizophrenia and Other Psychotic Disorders
Week 11	(4/7): Personality Disorders
Week 12	(4/14): Alzheimer's Disease, Cognitive Disorders, Delirium, Dementia, and Amnesic Disorder
Week 13	(4/21): Adjustment disorders and other Issues of Clinical Attention; Psychopharmacology

**Readings and Course Outline:****Week 1 – Introduction**

Link, B.G. & Phelan, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, 35, 80-94.

**Week 2*****Evidence-based Practice for Social Work in Health and Mental Health***

Engstrom, M. (2006). Physical and Mental Health: Interactions, Assessment, and Intervention. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (194-253).

Mullen, E.J., Bellamy, J., & Bledsoe, S.E. (2007). Evidence based practice. In R. Grinnel (Ed.), *Social Work Research and Evaluation* (8<sup>th</sup> Ed.; Chapter 25). Oxford University Press.

Gibbs, L. & Gambrill, E. (2002). Evidence based practice: Counter arguments to objections. *Research on Social Work Practice*, 12, 452-476.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 1-38). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 1-3, pp. 5-65.

Thyer & Wodarski, Ch. 1, pp. 1-25, Chapter 23, pp. 527-542.

**Week 3*****Classification and Diagnostic Assessment; Clinical Interviewing; Cultural Considerations; and Mental Status Exam*****REQUIRED READINGS:**

Andreasen, Ch. 1 & 2, pp. 3-56, Chapter 3, pp. 75-80 (Section on Genetics of Mental Illness ONLY)

Kleinman, A. (1997). How is culture important for DSM-IV? In J.E. Mezzich, A. Kleinman, H. Fabrega, & D. Parron (Eds.), *Culture and psychiatric diagnosis: A DSM-IV perspective* (pp. 15-25). Washington D.C.: American Psychiatric Press.

McQuaide, S. (1999). A social worker's use of the diagnostic and statistical manual. *Families in Society*, 80(4), 410-416.

Poland, J. & Caplan, P. (2004). The deep structure of bias in psychiatric diagnosis. . In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 9-23). NY: Jason Aronson.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 745-758, 897-904). Washington, DC: Author.

American Psychiatric Association. (1995). *Practice guidelines for psychiatric evaluation of adults*. Washington D.C.: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 16, pp. 447-478.

***COPES Question Due Electronically by 9:00am***

**Week 4*****Anxiety Disorders and Trauma*****REQUIRED READINGS:**

Andreasen, Ch. 7, pp.167-200

Massad, P.M. & Hulsey, T.L. (2006). Exposure therapy renewed. *Journal of Psychotherapy Integration, 16*, 417-428.

Pearlin, L.I. (1999). Stress and mental health: A conceptual overview. In Horowitz, A.V. & Scheid, T.L. (Eds.), *A handbook for the study of Mental Health: Social Contexts, Theories, and Systems* (pp. 161-175).

Stamm, B.H. & Friedman, M.J. (2000). Cultural diversity in the appraisal and expression of trauma. In A.Y. Shalev, R. Yehuda, & A.C. McFarlane (Eds.), *International handbook of human response to trauma* (pp. 69-85). Dordrecht, Netherlands: Kluwer Academic Publishers.

van der Kolk, B. (1987). The psychological consequences of overwhelming life experiences. In *Psychological Trauma*. Washington D.C.: American Psychiatric Press.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 429-484). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 6-8, pp. 150-235.

Thyer & Wodarski, Ch. 15-17, pp. 329-403.

**Week 5*****Eating Disorders*****REQUIRED READINGS**

Andreasen, Ch. 12, pp. 327-343

Harris, M., & Cumella, E.G. (2006). Eating disorders across the lifespan. *Journal of Psychosocial Nursing & Mental Health Services, 44*(4), 21-26.

Hendricks, P.S. & Thompson, J.K. (2005). An Integration of Cognitive-Behavioral Therapy and Interpersonal Psychotherapy for Bulimia Nervosa: A Case Study Using the Case Formulation Method. *International Journal of Eating Disorders, 37*, 171-174.

McMaster, R., Beale, B., Hillege, S., & Nagy, S. (2004). The parent experience of eating disorders: Interactions with health professionals. *International Journal of Mental Health Nursing, 13*, 67-73.

Mitchell, J.E. & Crow, S. (2006). Medical complications of anorexia nervosa and bulimia nervosa. *Current Opinion Psychiatry, 19*, 438-443.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 583-596). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 9, pp. 236-264.

Thyer & Wodarski, Ch. 7, pp. 133-150, Chapter 20, pp. 459-482.

**Week 6*****Mood Disorders*****REQUIRED READINGS:**

Andreasen, Ch. 6, pp. 139-166, Ch. 15, pp. 365-378

Kennedy, N. Boydell, J. Van Os, J. & Murray, R.M. (2004). Ethnic differences in the presentation of bipolar disorder: Results from a epidemiological study. *Journal of Affective Disorders*, 83, 161-168.

Stuart, S. (2006). Interpersonal psychotherapy: A guide to the basics. *Psychiatric Annals*, 36, 542-550.

Tsai, J. & Chentsova-Sutton, J. (2002). Understanding depression across cultures. In I. Gotlib & C. Hammen (Eds.), *Handbook of depression* (pp. 467-491). NY: The Guilford Press.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 345-428). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 4-5, pp. 66-135.

Thyer & Wodarski, Ch. 13-14, pp. 289-328.

**CASE STUDY DISTRIBUTED****Week 7*****Health and Oncology Social Work***

Davis, C. (2004). Psychosocial needs of women with breast cancer: How can social workers make a difference? *Health and Social Work*, 29(4), 330-334.

Gehlert, S. (2006). The conceptual underpinnings of social work in health care. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (3-23).

Rolland, J.S. & Werner-Lin, A. (2006). Families, health, and illness. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (305-334).

Werner-Lin, A. & Biank, N.M. (2006). Oncology social work. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (507-531).

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 181-190). Washington, DC: Author.

**Week 8*****Alcohol and Drug-Related Disorders*****REQUIRED READINGS**

Andreasen, Ch. 9, pp. 233-274

Mahoney, C.A., Engstrom, M., & Marsh, J.C. (2006). Substance use problems in health social work practice. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (367-414).

Straussner, S.L.A. (2003). Ethnocultural issues in substance abuse treatment. In S.L.A. Straussner (Ed.) *Ethnocultural factors in substance abuse treatment* (pp. 13-28). New York, NY: The Guilford Press.

Wagner, C.C. & McMahon, B.T. (2004). Motivational interviewing and rehabilitation counseling practice. *Rehabilitation Counseling Bulletin*, 47, 152-161.

REFER TO:

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 191-296). Washington, DC: Author.

RECOMMENDED:

Roth & Fonagy, Ch. 12, pp. 320-363.

Thyer & Wodarski, Ch. 8-11, pp. 155-248

**Case Study Assignment Due – March 21, 2008****Week 9*****HIV/AIDS & Chronic Illness (Diabetes, Cardiovascular Disease, Stroke)***

Auslander, W. & Freedenthal, S. (2006). Social work and chronic disease: Diabetes, heart disease, and HIV/AIDS. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (532-567). Hoboken, NJ: John Wiley & Sons, Inc.

Brashler, R. (2006). Social work practice with disability issues. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (448-470). Hoboken, NJ: John Wiley & Sons, Inc

Joseph, E.B. & Bhatti, R. (2004). Psychosocial problems and coping patterns of HIV seropositive wives of men with HIV/AIDS. *Social Work in Health Care*, 39(1/2), 29-47.

REFER TO:

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 867-882). Washington, DC: Author.

**Week 10*****Schizophrenia and Other Psychotic Disorders***REQUIRED READINGS:

Andreasen, Ch. 5, pp. 107-139

Allred, C.A., Burns, B.J., & Phillips, S.D. (2005). The assertive community treatment team as a complex dynamic system of care. *Administration and Policy in Mental Health Care*, 32, 211-220.

Poland, J. (2004). Bias and schizophrenia. In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 149-161). NY: Jason Aronson.

van Meijel, B., van der Gaag, M., Sylvain, R., & Grypdonch, M. (2004). Recognition of early warning signs in patients with schizophrenia: A review of the literature. *International Journal of Mental Health Nursing*, 13, 107-116.

REFER TO:

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 297-344). Washington, DC: Author.

RECOMMENDED:

Roth & Fonagy, Ch. 10, pp. 265.

Thyer & Wodarski, Ch. 12, pp. 249-286.

**Week 11*****Personality Disorders***REQUIRED READINGS:

Andreasen, Ch. 10, pp. 275-304

- Lieb, K., Zanarini, M.C., Schmahl, C., Linehan, M.M., & Bohus, M. (2004). Borderline personality disorder. *Lancet*, 364, 453-461.
- Paris, J. (2003). Personality disorders over time: Precursors, course and outcome. *Journal of Personality Disorders*, 17(6), 479-488.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 685-730). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 11, pp. 297-319.  
Thyer & Wodarski, Ch. 21-22, pp. 483-524.

**Week 12*****Alzheimer's Disease, Cognitive Disorders, Delirium, Dementia, and Amnesic Disorder*****REQUIRED READINGS:**

- Andreasen, Ch. 4, pp. 85-106
- Cox, C. & Monk, A. (1993). Hispanic culture and family care of Alzheimer's patients. *Health and Social Work*, 18(2), 92-100.
- Diwan, S. & Balaswamy, S. (2006). Social work with older adults in health-care settings. In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (417-447). Hoboken, NJ: John Wiley & Sons, Inc.
- Mahoney, D.F., Cloutterbuck, J. Neary, S. & Shan, L. (2005). African American, Chinese, and Latino family caregivers' impressions of the onset and diagnosis of dementia: Cross-cultural similarities and differences. *The Gerontologist*, 45(6), 783-792.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 135-180). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 15, pp. 425-446.

**Week 13*****Adjustment disorders and other Issues of Clinical Attention; Psychopharmacology*****REQUIRED READINGS:**

- Andreasen, Ch. 13, pp. 343-252, Ch. 19 & 20, pp. 453-522.
- Bentley, K.J. & Walsh, J. (2006). History and overview of social work roles in medication management. In *The social worker and psychotropic medication: Toward effective collaboration with mental health clients, families and providers* (3<sup>rd</sup> ed.) (pp. 3-26). Belmont, CA: Thomas Brooks/Cole.

**REFER TO:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual-text revision* (pp. 679-684, 731-742). Washington, DC: Author.

**RECOMMENDED:**

Roth & Fonagy, Ch. 16, pp. 447-478.