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.
School of Social Work, UNC-CH
325 Pittsboro Street, CB3550,
Chapel Hill NC 27599-3550
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Office: TTK 563D
bledsoe@email.unc.edu (best contact)
Office Hours: by appointment
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:

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 5th Floor for students who choose not to purchase this book.

Highly Recommended:

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 is 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](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 5th 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.

**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:
### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>30%</td>
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<tr>
<td>(Attendance and Class Participation – 10%)</td>
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<tr>
<td>(Discussion Board Participation – 10%)</td>
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<td>(Required Reading Class Discussant – 10%)</td>
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<tr>
<td>Case Study Assignment</td>
<td>35%</td>
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<tr>
<td>Poster Presentation on Evidence Based Practice</td>
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<td>in Health and Mental Health with Diverse</td>
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<td>Populations</td>
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<td><strong>Total</strong></td>
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#### 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:

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

Week 1 – Introduction

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

REFER TO:

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)

REFER TO:

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

REFER TO:

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

REFER TO:

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

**REFER TO:**

**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**


**REFER TO:**

Week 8

**Alcohol and Drug-Related Disorders**

**REQUIRED READINGS**
Andreasen, Ch. 9, pp. 233-274
REFER TO:

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)**

REFER TO:

**Week 10**
**Schizophrenia and Other Psychotic Disorders**

REQUIRED READINGS:
Andreasen, Ch. 5, pp. 107-139
Poland, J. (2004). Bias and schizophrenia. In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 149-161). NY: Jason Aronson.

REFER TO:

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
Personality Disorders, 17*(6), 479-488.

**REFER TO:**

**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 Amnestic Disorder**

**REQUIRED READINGS:**
Andreasen, Ch. 4, pp. 85-106
and Social Work, 18*(2), 92-100.
In S. Gehlert & T.A. Browne (Eds.) *Handbook of health social work* (417-447).
Hoboken, NJ: John Wiley & Sons, Inc.
Latino family caregivers’ impressions of the onset and diagnosis of dementia: Cross-
cultural similarities and differences. *The Gerontologist, 45*(6), 783-792.

**REFER TO:**

**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* (3rd ed.) (pp. 3-26).

**REFER TO:**

**RECOMMENDED:**
Roth & Fonagy, Ch. 16, pp. 447-478.