1. Course Description:

This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental disorders will be examined. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV), International Classification of Diseases-10th Edition - (ICD-X), and 0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families. The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.

2. Course Content:

This course will examine psychological, behavioral, and developmental disorders of childhood and adolescence. The particular disorders will be considered in broader psychosocial and ecological contexts which promote mental health or create and maintain symptomatic functioning. These broader contexts will be presented through an overview of theory and research on the following issues: 1) a transactional and developmental perspective on the etiology of mental disorders; 2) parent-infant attachment and family dynamics; 3) risk and protective factors (including individual, familial, and socio-cultural factors) and resiliency; and 4) stress and trauma theory, including the impact of maltreatment and loss.

The following conditions will be reviewed in terms of presentation, etiology, prevalence, incidence, and assessment at different developmental stages and gender distributions: 1) relationship disorders; 2) stress-response syndromes, including post-traumatic stress disorder and acute stress reactions; 3) depression, bipolar disorder, and other mood problems; 4) anxiety disorders; 5) developmental disorders; 6) disruptive behavior disorders including ADHD and
conduct disorder; 7) communication and learning disorders; 8) eating disorders; 9) substance use disorders; and 10) childhood schizophrenia and other psychotic disorders. Attention will be given to the analysis and assessment of strengths and adaptive functions that may coexist with disorders, as well as to issues in defining mental health and mental disorders in cultural terms. Evidence-based interventions of a psychosocial and pharmacological nature will be reviewed across each of the mental health problems identified above.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Identify factors influencing the development, natural history, expression, and outcomes of mental health and mental disorders of children and youth at the individual, familial, cultural/ethnic, and social levels.
2. Describe the transactional processes among the above factors which influence the etiology and maintenance of mental disorders.
3. Describe and critique classification systems of mental disorders of children and adolescents, particularly the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition.
4. Identify and differentiate a number of disorders of children and adolescents and apply them to the evaluation of clients.
5. Demonstrate empathic appreciation of the client's experience of disorders from the perspective of the client's inner world.
6. Demonstrate an understanding of the impact of the child's or adolescent's difficulties on parents and other family members.
7. Discuss common value and ethical concerns related to mental health and mental disorders of children and youth.
8. Demonstrate knowledge of important developmental, structural, and contextual theories, research findings, and core concepts related to mental health problems in youth.
9. Assess and diagnose mental health problems in youth using widely applied nosologies such as DSM-IV and ICD-10.

4. Course Design:

Class format will include lecture, films, role play, case analysis and discussion. Written assignments will integrate theory, research, and case analysis and will be applied to the student's practicum work when possible. Attendance is required.

5. Relationship of the Course to Four Curricular Themes:

- Multiculturalism and Diversity will be addressed through discussion of incidence and prevalence of child and adolescent mental disorders, as related to persons differing in ability, age, class, color, culture, ethnicity, family structure, gender (including gender
identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation, health status, and SES.

- **Social Justice and Social Change** will be addressed through discussion of the misapplication of mental health diagnoses based on race, class, and gender bias, and the potential impact of poverty, discrimination, and disenfranchisement on the development of mental disorders and disorders of parenting.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through discussion of protective factors which promote resiliency and positive adaptation.

- **Behavioral and Social Science Research** will inform the entire content of this course, which will draw especially on current research in the following areas: developmental psychopathology, attachment, risk, resiliency and coping, trauma and maltreatment, and studies of particular disorders.

6. **Relationship of the Course to Social Work Ethics and Values:**

Ethical and value issues related to all course topics will be identified and discussed. Examples of these include: how views of the rights of children affect our understanding of child mental health, how societal values regarding child development affect judgments we make about the mental health of children, how the use social workers make of DSM-IV can bias judgments of child mental health, what the value issues are in paying attention to the child’s inner world, and how cultural and gender biases also affect professional views of child mental health. Issues related to person-centered mental health practice, client self-determination, confidentiality, dignity, HIPPA, duty to warn, and associated legal, ethical, and value concerns will also be addressed, particularly as they pertain to client services and intervention with youth with mental health problems.

7. **Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (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.

8. **Required Texts**

*The SSW library has an on-line subscription to the DSM-IV through Stat!Ref via this link:  http://searchtools.lib.umich.edu

*The online version does not use page numbers; for each week’s readings, students using the online edition should read the sections with titles corresponding to the class topic (e.g. “Depressive Disorders”).


All required texts are on reserve at the Graduate Library.

Additional Readings will be assigned throughout the semester and will be available via CTools or as handouts in class.

9. Assignments and Grading Criteria

1. Clinical Suite Exercises (2)  30%
2. Case Examples (3)  30%
3. Final Exam (take home)  30%
4. Participation & Attendance  10%

ALL assignments will be marked down by 5% for every day late. They are due at the beginning of class on the due date. Any paper turned in later than this will be considered one day late. In order to be fair to all class members, this policy needs to be uniform. If you are unhappy with your feedback and/or grade on a paper, the assignment may be rewritten and turned in no later than 1 week after it has been returned to you. The average of the two grades will then be your grade for the actual paper. The second paper should be turned in with the changes highlighted and any deletions crossed out.

Clinical Suite Exercises
Students will observe and/or participate in two clinical suite exercises throughout the semester, consisting of mock biopsychosocial assessments. The week following each exercise, students will hand in a written assessment, per the format given in class. Students who participate in the exercise will be exempt from the written assessment.

Due March 8
April 5
Case Examples
Students will review three written case examples during the course of the class and write a one-page paper for each giving the most likely diagnosis from DSM-IVtr, a rationale for the diagnosis that refers to DSM-IVtr criteria, and recommendations for best practice treatment interventions.
Due February 8
March 8
April 13

Final Exam
The comprehensive final exam will be a take-home test; two weeks will be allowed for completion (it will be available on CTools beginning April 5). The exam will include questions about assessment and specific disorders, as well as selected readings, cultural competency, and analysis/critique of existing assessment structures.
Due April 20

Participation and Attendance
Just as there are many forms of communication, there are as many forms of participation in class. Most importantly, students should possess a desire and willingness to learn, as well as a commitment to being present during class.

The fine print is for problems that hopefully won’t arise. But just in case, here are the rules: If more than two sessions are missed—whatever the reason—the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

10. Course Outline

Session One – January 11
- Introductions
- Course Introduction and Syllabus Review
- History of Mental Health Diagnosis in Children and Youth
- Introduction to Diagnostic Systems: DSM-IVtr, ICD-10, DC: 0-3

Readings:
*DSM-IVtr* pp. 1-11 Use of the Manual
27-37 Multiaxial Assessment

**No class Monday, January 18 (MLK Day)**

Session Two – January 25
- Infant Mental Health
- Conducting Biopsychosocial Evaluations with Children and Youth

Readings:


Optional Reading:

**Session Three** – February 1

- Disorders First Diagnosed in Infancy and Early Childhood (excluding Pervasive Developmental Disorders and Attention Deficit Hyperactivity Disorder)
  - Mental Retardation
  - Learning Disorders
  - Communication Disorders
  - Reactive Attachment Disorder
  - Feeding Disorders
  - Elimination Disorder

- Behavior Disorders
  - Conduct Disorder
  - Oppositional Defiant Disorder
  - Behavior Disorder NOS

**Readings:**
*DSM-IVtr* pp. 39-69 Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence (Mental Retardation through Communication Disorder NOS)
103-133 (Feeding and Eating Disorders through Stereotypic Movement Disorder)
85-103 Attention-Deficit and Disruptive Behavior Disorders


Optional Reading:

**Session Four** – February 8
- Mood Disorders – Depression and Bipolar Disorders

**Readings:**
*DSM-IV* tr pp.345-428 Mood Disorders


Optional Reading:

**Session Five** – February 15
- Mood Disorders, Cont’d
- Attention Deficit Hyperactivity Disorder

**Readings:**
*Taking Charge of ADHD*, Barkley

**focus on Chapters 1-8, 14, 18, and pp. 228-231


**Session Six** – February 22
- Clinical Suite Exercise – mood disorders
- Anxiety Disorders

**Readings:**
DSM-IVtr pp. 429-484 Anxiety Disorders

First half of *Freeing Your Child From Anxiety*, Chansky


**No class March 1 (Spring Recess)**

**Session Seven** – March 8
- Anxiety Disorders, Cont’d

**Readings:**
Second half of *Freeing Your Child From Anxiety*, Chansky


**Session Eight** – March 15
- Autistic Spectrum Disorders

**Readings:**
*DSM-IVtr* pp. 69-84 Pervasive Developmental Disorders

**focus on Chapters 1-4, 6, & 7


Session Nine – March 22
• Eating Disorders
• Substance Abuse

Readings:
DSM-IVtr pp. 583-595 Eating Disorders
191-295 Substance-Related Disorders

Session Ten – March 29
• Clinical Suite Exercise – anxiety disorders
• Adjustment Disorders
• Gender Identity Disorder
• Impulse Control Disorders
• GLBTQQ youth

Readings:
DSM-IVtr pp. 679-683 Adjustment Disorders
576-582 Gender Identity Disorders
663-677 Impulse Control Disorders

Booklets from PFLAG (Parents, Families and Friends of Lesbians and Gays):
Be Yourself: Questions & Answers for & Transgender Youth Gay, Lesbian, Bisexual


Session Eleven – April 5
• Special Education, Learning Disabilities and Mental Health Disorders in Schools

Readings:

Stop Bullying Now! Resource Handouts, from www.stopbullyingnow.hrsa.gov
Optional Reading: 
IEP Tips for Parents and Teachers  
**very good resource for those becoming school social workers!**

Session Twelve – April 12  
- Childhood Onset Schizophrenia and Psychotic Disorders  
- Personality Disorders  
- Self Injury

Readings:  
*DSM-IV* pp. 297-311 Schizophrenia  
685-729 Personality Disorders

Optional Readings:  

Session Thirteen – April 19  
- Childhood Trauma, Abuse and Neglect  
  Post Traumatic Stress Disorder  
  Attachment Disorders

Readings:  
*DSM-IV* pp. 463-468 Posttraumatic Stress Disorder  
736-738 Relational Problems; Problems Related to Abuse or Neglect