Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me.

**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.

**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.

**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.

**Course Design and Format**

The objectives of the course will be pursued through readings, lectures, discussions, demonstrations, case studies and presentations, videotapes, and guest lectures. There will be three examinations of short essay format. There will also be one short take home quiz. Students are expected to attend all classes, participate in class discussion and practice vignettes.

**Course Requirements and Grading**

- In-class examination (2/7/12) 30%
- In-class examination (3/20/12) 30%
- In-class examination (4/17/12) 30%
- Take-home case example evaluation quiz (1/31/12) 10%
- Class attendance, participation and practice vignettes 10%

*Incompletes:* Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.
In-class Examinations: The examinations will be based on a review of clinical vignettes. Using the vignettes, students will be asked to arrive at a diagnosis, provide justification for the diagnosis according to DSM-IV TR specifications and class lectures, and describe best practice treatment options. Examinations are not cumulative and will take place in-class. Each exam will have 3 clinical vignettes.

Case Example Evaluation (Take Home) Quiz: Students will be required to review a written clinical case example during the course of the class and complete a short quiz giving the most likely diagnosis from DSM-IV, a rationale for the diagnosis that refers to DSM-IV criteria and the clinical information in the case vignette, and recommendations for best practice interventions. The take-home quiz will follow the same format as in-class examinations and is an opportunity for you to prepare for the exams.

RUBRIC FOR GRADING
*NOTE: Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

Attendance is a requirement. Your grade will be affected negatively if you miss any classes without communication with the instructor. Make-up assignments for missed classes may be required.

Students in Need of Accommodations

If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

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.
**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.

**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.

**Topics and Required Reading Assignments**


• The SSW library also has a subscription to the DSM-IV through Stat!Ref. You can access it on-line with the following link (if off campus you will have to authenticate with your UM-unique name to get in):
  
  [http://searchtools.lib.umich.edu/V/?func=native-link&Resource=UMI03044](http://searchtools.lib.umich.edu/V/?func=native-link&Resource=UMI03044)

Additional required and recommended readings will be on electronic reserve in CTools for this class section.

**A. Social Work Practice, Assessment and Use of the DSM-IV-TR (1/10/12)**

1. DSM-IV-TR, (pp. 1-11).

2. DSM-IV-TR, (pp. 27-37).


**B. Anxiety Disorders in Children and Youth (1/17/12)
(specific phobias and separation anxiety disorder)**

1. DSM-IV-TR, (pp. 121-125) and (pp. 429-455) and (463-484).


**C. Anxiety Disorders in Children and Youth (1/24/12)
(generalized anxiety disorder and social anxiety disorder)**


**D. Obsessive-Compulsive Disorder, practice vignettes and exam review (1/31/12)
Case Example Evaluation (Take Home) Quiz #1**

1. DSM-IV-TR, (pp.456-463).


**E. Examination #1 and Tic disorders (2/7/12)**

1. DSM-IV-TR (pp.108-116).


**F. Eating Disorders, and practice vignettes (2/14/12)**

1. DSM-IV-TR, (pp. 583-595).

G. Childhood Trauma, Abuse & Neglect (Post Traumatic Stress Disorder) (2/21/12)

1. DSM-IV-TR, (pp. 463-468) and (pp. 736-738).

2. DSM-IV-TR, (pp. 679-683).


H. Attention Deficit Hyperactivity Disorder (3/6/12)

1. DSM-IV-TR, (pp. 85-93).


I. Disruptive Behavior Disorders (Oppositional Defiant Disorder and Conduct Disorder) and exam review (3/13/12)

1. DSM-IV-TR, (pp. 93-103).


J. Examination #2 and Depression and Mood Disorders (3/20/12)

1. DSM-IV-TR, (pp. 345-428).


I. Depression and Mood Disorders, and practice clinical vignettes (3/27/12)


K. Developmental Disorders and Case Example Evaluation (Take Home) Quiz #2 (4/3/12)

1. DSM-IV-TR, (pp. 41-84).


M. Stigma and social justice issues in diagnosis and treatment, and exam review (4/10/12)


**N. Examination #3 (4/17/12)**