

Social Work 612: Mental Health and Mental Disorders of Children and Youth

Spring/Summer 2012 (Tuesday, 8:10 am-noon)

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Office Hours: By appointment, preferably Tuesday afternoons.

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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-10<sup>th</sup> Edition -(ICD-X), and DC: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:

The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, experiential and collaborative activities, as well as viewing of videotapes. Written assignments will integrate theory, research, and case analysis and will be applied to the student's practicum work when possible. Students are encouraged to present relevant case material from their practicum or place of employment (keeping confidentiality in mind) to enhance class discussions.

#### 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.

### **Required Texts:**

Mash, E.J. and Barkley, R.A., Eds. (2006) Treatment of Childhood Disorders, 3<sup>rd</sup> Edition. The Guilford Press, NY, 2006.

### **Recommended Texts:**

*DSM-IV-TR: Diagnostic and Statistical Manual of Mental Disorders*, Fourth Edition, Text Revision. (2000) American Psychiatric Association, Arlington, VA

- The course tools site for this class contains copies of the DSM-IV chapters we will be covering.
- 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-username to get in):

<http://searchtools.lib.umich.edu/V/?func=native-link&Resource=UMI03044>

Zero to Three (2005) DC:0-3R Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: Revised Edition. Zero to Three Press: Washington, DC.

Lung, Stauffer, and Alvarez (2008). *Power of One: Using Adventure and Experiential Activities Within One on One Counseling*. Wood n Barnes Publishing, Oklahoma City, OK. Available at [www.adventuresintraining.org](http://www.adventuresintraining.org)

### **Course Tools Resources:**

Several supportive articles, excerpts from the DSM-IV TR, and all class handouts will be available on the course tools site for this section of SW 612.

## Course Requirements and Grading

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|----|--|-----------|
| 1. | Mid-term exam (take-home, collaborative) | 30 Points |
| 2. | Final exam (take-home, comprehensive)    | 40 Points |
| 3. | Four Journals (7.5 points each)          | 30 Points |

**Total: 100 Points**

<b>A+ 100 (+ beyond expects)</b>	<b>B+ 87-89</b>	<b>C+ 77-79</b>
<b>A 95-99</b>	<b>B 83-86</b>	<b>C 73-76</b>
<b>A- 90-94</b>	<b>B- 80-82</b>	<b>C- 70-73</b>

Mid-Term and Final Exams: These exams will consist of 6 to 8 case examples for you to review and report on as follows:

1. Make an accurate diagnosis
2. Show your thoughts about the diagnosis by filling out a blank DSM-IV chart for each diagnosis
3. Listing some evidence based treatment approaches for each diagnosis and/or answering other related questions about how you might interact with the client.

Journals: I would like you to structure every journal with this format:

1. Check-In: How are you doing personally and how are you feeling about this class material?
2. Review one of the readings to date.
3. Describe any personal connection to this topic you recognize.
4. Name at least two therapist attributes that would be beneficial in the effective treatment of individuals with this diagnostic picture.

**\*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, Participation and Reading:

All of these are required. Missing even one class without communicating with the instructor will result in final grade being lowered ½ grade. I will accommodate absences that are required due to life circumstances, but expect that students will call or e-mail me directly. There may be make-up work expected depending on circumstances. **Any negative assessment of these issues by the instructor will be communicated to the student and may impact one's final grade.**

### Expectations for our classroom community:

1. We will develop an environment where individuals have the freedom to speak their mind and discuss difficult issues with compassion and sensitivity. I hope that those of us who have experienced one or more of these disorders in their personal life will share that experience with the intent of broadening all of our understanding.

2. We will develop an accessible classroom community that values diversity and accommodates the needs of everyone appropriately.
3. We will develop a community that tolerates others making mistakes and encourages everyone to learn from the experience.

## **Course Schedule and Required Assignments:**

### **May 08, 2012**

Topic: Introduction to class, Developmental and System's Perspective; Introduction to Clinical Assessment, attachment, and child mal-treatment

Assignment: None

Reading: None

### **May 15, 2012**

Topic: Attachment, child mal-treatment, substance abuse

Assignment: None

#### **Required reading:**

1. Mash and Barkley: Chapter Eleven, Adolescent Substance Use Problems, pp 746-767 (ctools)
2. DSM-IV TR. Multiaxial Assessment. , pages 27-34. (C tools, on-line)
3. DSM IV TR criteria for substance abuse disorders (C Tools, on-line)
4. Gau, S et. al. (2007) Psychiatric and psychosocial predictors of substance use disorders among adolescents. British Journal of Psychiatry, 190, 42-48.
5. Masten, A.S. (2001) "Ordinary Magic: Resilience Processes In Development." American Psychologist, March 2001, pp. 227-238.

#### **Recommended reading:**

- Russell, Keith (2007). Adolescent Substance-use Treatment: Service Delivery, Research on Effectiveness, and Emerging Treatment Alternatives. Journal of Groups in Addiction & Recovery, Vol. 2(2-4).
- King, et. al. (2008). A systematic review of mental disorder, suicide and self harm in lesbian, gay and bisexual people. BMC Psychiatry; 8:70. Published online:  
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2533652>

**May 22, 2012**

Topic: Autism Spectrum Disorders

Assignment: *Journal One Due*

**Required reading:**

- Mash and Barkley: Chapter 7
- DSM IV TR criteria for autism and aspergers (C Tools)
- Sensory integration overview. Short white paper by Lisa Cielinski (C Tools)
- CDC—Prevalence of Autism report, 2006

Recommended reading:

- Waltz, Mitzi. (1999) Pervasive Developmental Disorders: finding a diagnosis and getting help. First edition, pp.18-35. Beijing; Sebastopol, CA. (C Tools)
- Heerey, et. al. Making Self conscious emotion
- Power of One, DSM-IV TR connection, pages 139-140.

**May 29, 2012**

Topic: Externalizing Disorders: Conduct Disorder, Oppositional Defiant Disorder

Assignment: Mid term exam distributed

**Required reading:**

1. Mash and Barkley: Pages 137-154 (Introduction through Developmental Pathways)
2. Mash and Barkley: Pages 218-224 (Predictors of Outcomes)
3. Greene, Ross (2001) The Explosive Child, Second Edition, Chapters 1 & 2. (C tools)
4. DSM IV TR criteria for ODD (C tools, on-line)
5. DSM IV TR criteria for conduct disorders (C tools, on-line)

**Recommended reading:**

- Swenson, Henggeler, Taylor, and Addison. (2005) Multisystemic Therapy and Neighborhood Partnerships, Chapter 3, The Guilford Press, NY, NY. pp 40-59. (C Tools)
- Power of One: The DSM-IV TR Connection, page 141-142 and 145-146.

**June 5, 2012**

Topic: AD/HD, Interpersonal practice with externalizing populations

Assignment: Journal Two due

**Required reading:**

- Mash and Barkley: Chapter 2, pp 65-83
- Barkley, Russell A., (2000) Taking Charge of AD/HD, Revised Edition, Chapter 9, "Fourteen Guiding Principles for Raising a Child with AD/HD", Guilford Press, NY, NY. pp145-154. (C tools)
- DSM IV TR criteria for AD/HD (C Tools)
- Power of One: The DSM-IV TR Connection, page 135-136

Recommended reading:

- Keenan, K. (2007). Further evidence of the reliability and validity of DSM-IV ODD and CD in preschool children. *Journal of the American Academy of Child Adolescent Psychiatry*, 46(4), 457.

**June 12, 2012**

Topic: I.D.E.A. classifications and social work practice in schools

Assignment: Mid Term exam DUE

Reading: We have lots to read to cover mood disorders and anxiety disorders in the next two weeks. Please start reading that material NOW.

**June 19, 2012**

Topic: Mood Disorders: Depression, Bi-Polar Disorder, and Suicide in Children and Youth

Assignment: None

**Required Reading:**

1. Mash and Barkley: Chapter Five, pp 336-339 and pp 356-372
2. DSM-IV TR criteria for Mood Disorders: Depression and Bipolar Disorders (C Tools)
3. Papolos and Papolos, (1999) The Bipolar Child: the definitive and reassuring guide to childhood's most misunderstood disorder, pp. 3-26. New York: Broadway Books. (C Tools)

**Recommended Reading**

- Young, M. E. (2007). Evidence based treatments for bipolar disorder in children and adolescents. *Journal of Contemporary Psychotherapy*, 37(3), 157. (C Tools)
- Power of One, DSM IV TR Connection, pages 143-144.



**June 26, 2012**

Topic: Childhood Anxiety Disorders

Assignment: Journal Three due

**Required reading:**

- Mash and Barkley: Chapter Four: Fears and Anxieties, pp 271-302.
- DSM IV TR criteria for anxiety disorders (C Tools)
- Mash and Barkley:
  1. Physical abuse and neglect, pp 595-613
  2. Mash and Barkley: Sexual Abuse, pp 680-701
- Rapoport, Judith. (1989) The Boy Who Couldn't Stop Washing: the experience and treatment of obsessive compulsive disorder, pp. 67-74. New York: New American Library.
- DSM-IV criteria for PTSD

Recommended Reading

- Power of One, DSM IV TR Connection, pages 137-138.

**July 3, 2012**

Topic: Childhood Onset Schizophrenia, Psychotic Disorders, and Eating Disorders

Assignment: Final Exam distributed,

**Required reading:**

1. Mash and Barkley: Chapter 12, pp 778-782 and pp 793-804
2. DSM IV TR criteria for eating disorders (C Tools)
3. DSM IV TR criteria for Schizophrenia (C Tools)

**July 10, 2012**

Topic: CLASS IS CANCELLED

Assignment: Journal Four Due

Reading: Finish up on previous weeks

**July 17, 2012**

Topic: Adjustment Disorders and Personality Disorders

Assignment: Final Exam due

Reading: None