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

1) COURSE STATEMENT

a. 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, DC:0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families, and the Individuals with Disability Education Act. 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.

b. 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.

c. 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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)

2. Describe the transactional processes among the above factors which influence the etiology and maintenance of mental disorders. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

3. Describe and critique classification systems of mental disorders of children and adolescents, particularly the Diagnostic and Statistical Manual of Mental Disorders (DSM) and Individuals with Disability Education Act (IDEA). (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

4. Identify and differentiate a number of disorders of children and adolescents and apply them to the evaluation of clients. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)


6. Demonstrate empathic appreciation of the client's experience of disorders from the perspective of the client's inner world. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

7. Demonstrate an understanding of the impact of the child's or adolescent's difficulties on parents and other family members. (Practice Behaviors 2.IP, 2.SPE, 2.CO, 2.MHS)

8. Discuss common value and ethical concerns related to mental health and mental disorders of children and youth. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

9. Demonstrate knowledge of important developmental, structural, and contextual theories, research findings, and core concepts related to normative development of children and youth and the development of mental health problems. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

d. Curricular Themes

Theme Relation to Multiculturalism & Diversity
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.

Theme Relation to Social Justice
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.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation
Promotion, Prevention, Treatment, and Rehabilitation will be addressed through discussion of protective factors which promote resiliency and positive adaptation.
Theme Relation to Behavioral and Social Science Research
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.

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

2) CLASS REQUIREMENTS

a. Text and class materials


DSM-5 online supplemental information can be found at [http://www.psychiatry.org/dsm5](http://www.psychiatry.org/dsm5)

The SSW library also has a subscription to the DSM-5 through Mirlyn Catelog. You can access it on-line through the University of Michigan Website [https://www.umich.edu/](https://www.umich.edu/)

The DSM-5 Casebook can also be found at http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9781585624836

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

b. Class schedule

Session 1 - 1/14/19
Social Work Practice, Social Justice, Assessment and Use of the DSM 5
- DSM-5, (pp. 5-17) and DSM-5, (pp. 19-25).

Session 2 – 1/28/19
Anxiety Disorders in Children and Youth (specific phobias, separation anxiety disorder)
- DSM-5, (pp. 189-202).
Session 3 – 2/4/19

Generalized anxiety disorder, and panic disorder (guest presenter)

- DSM-5, (pp. 208-226).

Session 4 – 2/11/19

Social anxiety disorder, practice vignettes and exam preparation (guest speaker, young adult with childhood diagnosis of an anxiety disorder)

- DSM-5 (pp.202-208)

Session 5 – 2/18/19

In-class Examination #1 and Obsessive Compulsive Disorders

- DSM-5 (pp.235-242).

Session 6 – 2/25/19

Obsessive Compulsive Disorder and Tic Disorders

- DSM-5, (pp. 242-265 and pp. 81-85).


**Session 7 – 3/11/19**

**Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorders**


**Session 8 – 3/18/19**

**Disruptive Behavior Disorders and exam prep**

- DSM-5, (pp. 461-476)


**Session 9 – 3/25/19**

**In-class Examination #2, Childhood Trauma and Post Traumatic Stress Disorder**

- DSM-5, (pp. 265-290).
Session 10 – 4/1/19
Childhood Trauma and PTSD


Session 11 – 4/8/19
Eating Disorders and Individuals with Disabilities Education Act (IDEA)

- DSM-5, (pp. 329-354).


Session 12 – 4/15/19
Depression and Bipolar Disorders

- DSM-5, DSM-5, (pp.155-188) and (pp. 123-154)


Session 13 – 4/22/19
Mental Health Stigma, Marginalized Groups and Social Justice Issues in Diagnosis and Treatment


Session 14 – 4/29/19
In-class Examination #3

c. Assignments

In-class Examinations: The examinations will be based on a review of clinical case vignettes. Using the vignettes, students will be asked to answer a 3-part question for each vignette as follows:

• Make a DSM -5 (5 points)
• List criteria for diagnosis and identify information from the vignette that meets the criteria (15 points)
• List best practice intervention options as described in class and in readings (10 points)

Examinations are not cumulative and will take place in-class. Each exam will have 3 clinical vignettes and the possibility to earn 90 points total. Each clinical vignette is worth 30 points.
Exam #1 will cover the following disorders: Specific phobia, separation anxiety disorder, generalized anxiety disorder, panic disorder, and social anxiety disorder.

Exam #2 will cover the following disorders: Obsessive-compulsive disorder, tic disorders, ADHD, Autism Spectrum Disorder, and Oppositional Defiant Disorder.

Exam #3 will cover the following disorders: Post traumatic stress disorder, eating disorders, major depressive disorder, bipolar I disorder, and bipolar II disorder.

d. Attendance and class participation
Attendance is a requirement. Your grade will be negatively affected if you miss more than one class (-3 points for each missed class session after the first absence). Communication with the instructor of any absence is expected (a failure to communicate any absence will result in an additional -3 points). Excessive absences (more than 4) may result in an overall failing grade for the course. Students are responsible for content information from missed classes.

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. You will be required to engage in in-class exercises and discussions that focus on clinical vignettes and skill practice and integrative learning related to the lectures and course readings.

e. Grading
- In-class examination #1 (2/18/19) 90 points
- In-class examination #2 (3/25/19) 90 points
- In-class examination #3 (4/29/19) 90 points
- Class attendance, participation and clinical practice vignettes 30 points

**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.

**Course Grading Scale (Total points available 300).**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>(300-283 points)</td>
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<tr>
<td>A-</td>
<td>(282-270 points)</td>
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<tr>
<td>B+</td>
<td>(269-262 points)</td>
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<tr>
<td>B</td>
<td>(261-250 points)</td>
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<tr>
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<td>(209-180 points)</td>
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<tr>
<td>F</td>
<td>(less than 179 points)</td>
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</table>

**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.

**Student Mental Health and Wellbeing**
University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact our new School of Social Work **Counseling and Psychological Services (CAPS)** embedded counselor, Megan Shaughnessy-Mogill, LLMSW at (734) 763-7894 and mshaughm@umich.edu. Megan’s office at the UMSSW is located on the 4th Floor, RM 4687.

You may also contact the main **CAPS Office** at (734) 764-8312 and https://caps.umich.edu during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Services (UHS)** at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs for alcohol or drug concerns see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit http://umich.edu/~mhealth/.

**Safety & Emergency Preparedness**
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu. Office of Student Services 
School of Social Work | Room 1748 
734-936-0961 

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

Report a hate crime or bias-related incident at: https://expectrespect.umich.edu/topic/report-incident

**Confidentiality and Mandatory Reporting**
As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Assistant Dean and Director of Field Instruction. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible.
However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC’s Crisis Line at (734) 936-3333.