

Social Work 612: Mental Health and Mental Disorders in Children and Youth
Spring/Summer 2019, Tuesdays 8:00 -noon

Beth Sherman, MSW, LMSW Assistant Clinical Faculty

Office Hours: Tuesdays noon-1pm and by appointment, Room 3784

Contact Info: shermanb@umich.edu and (734) 330-8703 (9am-9pm)

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. 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 (DSM) and Individuals with Disability Education Act (IDEA).
4. Identify and differentiate a number of disorders of children and adolescents and apply them to the evaluation of clients.
5. Demonstrate knowledge of comprehensive and systemic assessments and evaluations of children and youth.
6. Demonstrate empathic appreciation of the client's experience of disorders from the perspective of the client's inner world.
7. Demonstrate an understanding of the impact of the child's or adolescent's difficulties on parents and other family members.
8. Discuss common value and ethical concerns related to mental health and mental disorders of children and youth.
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.
10. Assess and diagnose mental health problems in youth using widely applied rubrics such as DSM 5 and Individuals with Disabilities Educational Act Criteria.
11. Demonstrate knowledge regarding similarities and differences between clinically-based definitions of psychiatric disorders and educational disabilities.
12. Based on assessment, select empirically-supported, evidence based prevention and intervention methods appropriate for use with children, youth, and families in individual and group settings.

4. Course Design:

The instructor will select required and recommended readings. Class format will include lecture, discussion, case analysis, and 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.

5. Relationship of the Course to Four Curricular Themes:

- 1* *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.
- 2* *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.
- 3* *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed through discussion of protective factors which promote resiliency and positive adaptation.
- 4* *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 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 Text:

E.J. Mash & R.A. Barkley (Eds.) (2014) *Child Psychopathology*. 3rd edition. New York: Guilford Press. 2014.

Optional: DSM 5 (DSM 5 content can also be accessed through UM Library Database)

Additional readings as assigned. All additional readings are posted on canvas.

9. Attendance, Participation and Reading:

All are expected. Required readings are to be completed prior to class session. In the unlikely event that you must miss class, please call or email to inform me about your absence. Missing more than two classes will result in your grade being lowered one half letter grade. Additional absences may result in not passing the course.

During class time, laptop use is permitted for note taking, accessing powerpoints and other course materials **only**. During the past few years, our classes have struggled with the use of electronics for non-class related activities such as browsing the web, using social media, checking emails, etc. etc. During class time, I find these activities very distracting and also disrespectful to peers. As social workers, teachers, and learners, we need to find ways to remain engaged even during times that may seem challenging, boring, or difficult. If you are not experiencing class as engaging, take responsibility for your learning, by finding ways to engage and give feedback. I greatly value class dialogue, so feel free to step forward in a respectful manner if your learning needs are not being met. On this basis, if a student is routinely using media for non-class related activities during class time, their final course grade will be lowered by one half letter grade.

10. POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A grade of "Incomplete" will be given in extenuating circumstances and in accordance with SSW and University policy. All assignments are due by class time on the due date assigned. Please keep me informed if any problems arise.

11. ADDITIONAL COURSE POLICIES AND RESOURCES

APA FORMAT AND ACADEMIC HONESTY

Using APA for citation is expected. *APA formatting*. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular must be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy. . [More information on academic integrity policies can be found in the MSW Student Guide.](#)

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I invite any class member who has a disability that may affect his or her participation in this course to let me know. We can discuss possible modifications or accommodations in instructional format, assignments, etc. If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities

G-664 Haven Hall

505 South State St.

Phone: (734) 763-3000

Email: ssdoffice@umich.edu

Religious/Spiritual Observances

There are also a number of religious observances that occur during the term that will be relevant for some of you. We should discuss how we can allow you to practice your faith and meet course obligations. The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. [Please click here to find out more about student expectations around conflicts between the academic and religious calendars, as well as a non-exhaustive list of religious holidays.](#)

Safety and emergency preparedness:

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-adacompliance@umich.edu.

[Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)
- **Mental health and well being:**

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access:](#) Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance

Career Services (Room 1696)

1080 S University Ave.

Phone: (734) 763-6259

Email: ssw-cso@umich.edu

12. CourseAssignments:

40% Assignment #1 (due June 11)

40% Assignment #2 (due July 16)

20 % Assignment #3 (Group Presentation, due on chosen date)

Assignment #1 (Due June 11)

1A. Clinical (do this paper if you have or are currently working with clients):

Using DSM 5 choose a diagnosis given to your client OR choose a diagnosis that better fits the individual/family you are treating, in your view. (It may be different from the diagnosis given by another professional involved in the case). Read at least 8 current peer reviewed references regarding the diagnosis. The 8 required sources must be peer reviewed research articles or book chapters and current (e.g. published in the last 15 years).

1. Write a brief definition of the diagnosis and its common symptoms. (This section may be a paraphrase of DSM 5)
2. Using the reference material, discuss:
 - a. Common hypotheses regarding the development of the disorder, including psychosocial and biological factors (if applicable).

b. Describe how the disorder is likely to affect an individual in terms of development, functioning, view of self, and relationships with others.

c. Describe the potential impacts of the child's/adolescent's difficulties on the family and in school settings.

d. Discuss evidence based treatments or interventions associated with the diagnosis you have chosen.

3. Illustrate your researched topic using your clinical case. Be sure that your clinical case example illustrates behaviors or emotional symptoms that are features of the diagnosis.

4. If relevant, discuss whether you feel your client has been misdiagnosed. That is, after exploring the child's symptoms, contributing factors, and likely precipitants, discuss a diagnosis you feel might more aptly fits this particular person. If you feel that no one diagnosis is sufficient, discuss the option of dual (or multiple) diagnosis.

5. Discuss whether or not you are able to implement with your client the evidence based treatment associated with the diagnosis. (E.g. what appears to be working? What needs to be fine-tuned? Are there any barriers to treatment? How might they be overcome?)

6. Please remember to include an introduction and concluding section.

1B. Non-Clinical (do this paper if you have never worked with clients):

Using DSM 5, choose a diagnosis you are interested in. Please make sure to keep the focus of your paper on the diagnosis related to children and youth. Read at least 8 current peer reviewed references regarding the diagnosis. The 8 required sources must be peer reviewed research articles or book chapters and current (e.g. published in the last 15 years). One of the references must contain a case study that provides a detailed example of the clinical presentation of a child or adolescent with the relevant diagnosis. Please indicate which reference contains the clinical description.

1. Write a brief definition of the diagnosis and its common symptoms. (This

section may be a paraphrase of DSM 5).

2. Using the reference material, discuss:

a. Common hypotheses regarding the development of the disorder, including psychosocial and biological factors (if applicable).

b. Describe how the disorder is likely to affect a child and/or youth in terms of development, functioning, view of self, and relationships with others.

c. Describe the potential impacts of the child's/adolescent's difficulties on the family and in a school setting.

d. Discuss treatments or interventions associated with the diagnosis you have chosen.

3. Present a clinical case example from the readings which illustrates the disorder. Be sure that your clinical case example illustrates behaviors or emotional symptoms that are features of the diagnosis.

4. If relevant, discuss whether you feel the client in the case example has been misdiagnosed. That is, after exploring the child's symptoms, contributing factors, and likely precipitants, discuss a diagnosis you feel might more aptly fits this particular person. If you feel that no one diagnosis is sufficient, discuss the option of dual (or multiple) diagnosis.

5. Given the research you have done, briefly discuss evidence based treatment interventions for the case study you presented.

6. Please remember to include an introduction and conclusion to your paper and topic.

Details:

Due: June 11 at 9am, uploaded to canvas

Confidentiality: As in all class discussions, please disguise your case material by using initials for all family members and delete or disguise any other identifying facts/information.

Bibliography: Include an APA style bibliography of the references you have cited.

Length: 9-10 pages (including bibliography)

Grades: Each paper will be 40% of your grade. Grading will be based on organization, following each of the terms of the assignment, clarity of the writing,

and accurate application of the concepts.

*** All papers must be typed, 12 pt. font, double spaced, and proof-read. Please proof read carefully.

All papers are to be submitted on canvas by class start time. Late papers will be penalized ½ grade for each session they are late.

Assignment #2 (Clinical Assessment and Initial Treatment Planning): Due July 16)

2A (Do this paper if you have or are currently working with clients.)

The subject of this paper will be the use of clinical material from your work with a child or adolescent in the development of a clinical assessment, clinical hypothesis, DSM diagnostic formulation, and an initial treatment plan.

In the assessment and treatment process, “critical incidents” occur which crystallize the clinician’s understanding of a case. A critical incident may take various forms. Examples include: a repeated play sequence, the reporting of an important memory or dream, an observed interaction between child and parent(s), a particular transference (or counter-transference) response, information about traumatic or stressful events in the client’s or family’s history. What makes such an incident “critical” is that it enables the clinician to reach a clearer understanding of the client’s experience, circumstances, and internal psychological processes. From this understanding, clinical hypotheses and diagnostic formulations can be generated and interventions planned.

For this paper, write up a diagnostic assessment of a child or adolescent according to the following outline:

1. Give a brief background statement that includes presenting problem, family circumstances and relevant social, educational, and developmental history.
2. Describe one or a few critical incidents which enabled you to come to a clearer understanding of the case. Be concrete, specific, and detailed in your presentation of the clinical material.
3. Discuss your diagnostic formulation and clinical hypothesis derived from thinking about this material. The clinical hypothesis should make an

explicit connection between current symptoms, modes of relating and past experiences, and/or developmental factors.

4. Provide a DSM diagnosis.

5. Cite two current peer reviewed articles or book chapters that relate to the presenting problem and integrate material from these readings into your formation of the case (for example, if physical abuse is the central issue for the child or adolescent you are writing about, find two articles which focus on aspects of physical abuse relevant to your case OR if depression is the diagnosis find two articles discussing child/adolescent depression).

6. Develop an initial intervention plan, in terms of selecting an evidence based treatment and specific goals of the intervention. Indicate your rationale for choosing the approach you did. The relationship between the clinical hypotheses, diagnostic formulation, and intervention plan should be clearly stated. If relevant, describe components of the treatment plan which involve case management, as an adjunct or alternative to clinical work, such as a referral for other services, coordination with other professionals, school personnel etc. If multiple systems (such as foster care, juvenile court, medical personnel, school personnel, day care, etc.) are involved with the client, discuss your plan for interacting with these other parties and indicate any need you see to intervene with or assist these systems and individuals.

7. Please remember to include an introduction and conclusion related to your paper and topic.

2B Non- Clinical alternative. If you are not working with clients, do assignment 1B, choosing a different diagnosis to research.

Assignment#2 Details:

Due: June 11 at 9am, uploaded to Canvas

Confidentiality: As in all class discussions, please disguise your case material by using initials for all family members and delete or disguise any other identifying facts/information.

Bibliography: Include an APA style bibliography of the references you have cited.

Length: 8-10 pages (including bibliography)

Grades: Each paper will be 40% of your grade. Grading will be based on organization, following the specific terms of the assignment, clarity of the writing,

and accurate application of the concepts.

*** All papers must be typed, 12 pt. font, double spaced. Please proof read carefully.

All papers are to be submitted on canvas by class start time. Late papers will be penalized ½ grade for each session they are late.

Assignment #3 Group Presentation: (Option #1 or Option #2)

Option 1 (Clinical Presentation)

Sign up in class. This assignment is an in-class clinical presentation. This presentation will simulate a social work treatment team presentation responsible for creating a diagnostic summary for a child or adolescent child. This client may be one from your practicum experience or someone that you have worked with in the past. Please use material from a professional encounter rather than presenting on someone that you may have known in another capacity (e.g. a friend or relative).

Your presentation should include the following:

A question or focus that you have for the group, please try to keep this assessment rather than intervention focused.

Presenting Concerns

A brief bio-psychosocial history, including school performance, of the identified client

History of presenting concerns

Brief family assessment

Client and family strengths

A discussion of possible diagnostic categories including your reasons for ruling out certain of them

A DSM diagnostic formulation, including brief supporting evidence.

Please submit an outline to me at the time of the presentation. You may use whatever media you need for your presentation such as powerpoints etc. Your presentation should be about 20 minutes including class questions and discussion.

It is very important that identifying information is disguised including names, location, agency, and any outstanding details that reveal the child or adolescent's identity.

Option 2 (Hot topic Presentation)

Sign up for class session. You and your partner(s) are responsible for preparing a 20 minute presentation that engages the class in an exploration of a “hot topic” related to the session topic. Examples of a hot topic might be: how attention deficit disorders have been formulated in the DSM over time; differences in presentation between girls and boys diagnosed with Autism Spectrum Disorder; possible explanation of varying incidence rates of childhood schizophrenia across race and cultural variables; theoretical foundations of emotional disturbance vs. social maladjustment; or current controversies related to gender identify as formulated by DSM criteria. These are just examples of topics and are by no means exhaustive. Please choose a topic to present that is of high interest to you and your group partners. **Do not simply review DSM 5 diagnostic criteria** as this will be well covered during other class time.

After researching your chosen topic, prepare a brief presentation that:

1. Describes your area of interest.
2. Inform the class of key aspects related to your topic.
3. Engages the class in a discussion or group exercise related to your topic.

On the day of your presentation, please submit an outline describing steps 1-3 above. Include a list of 4-6 current citations of sources that you used to research your topic.

Tentative Course Schedule and Required Assignments:

Session 1 May 14

Topic: Introduction to class, Developmental and System’s Perspective;
Introduction to Clinical Assessment

Assignment: None

Session 2 May 21 (Class starts at 9am today to allow time for viewing first hour of Garbarino lecture “Pathways from Childhood Trauma to Adolescent Violence” linked on Canvas. Discussion Questions are posted on canvas, please come to class prepared to discuss)

Topic: Developmental Systems Perspective

Topic: Introduction to DSM and IDEA

Topic: Cultural Formulations Interview

Assignment:

Child Psychopathology: Chapter 1: A Developmental Systems Perspective; DSM 5 Introduction (pp 5-24) and Cultural Formulation (pp 749-759)
Garbarino Lecture “Pathways from Childhood Trauma to Adolescent Violence” (first hour of lecture only). Please come to class prepared to engage in discussion questions posted to canvas.

Session 3 May 28

Topic: Autism Spectrum Disorders

Assignment

Child Psychopathology: Chapter 11: Autism Spectrum Disorder

Session 4 June 4

Topic: Sexual, Physical and Emotional Abuse (Post Traumatic Stress Disorder) and Potential Impact of Abuse and Trauma on Development

Assignment:

Child Psychopathology: Chapter 10: Childhood Posttraumatic Stress Disorder
<https://www.newyorker.com/magazine/2018/04/16/the-silence-the-legacy-of-childhood-trauma>

Session 5 June 11 (Assignment #1 Due)

Topic: Intellectual Disabilities and Learning Disabilities

Assignment:

Child Psychopathology Chapter 13 and 14

Session 6 June 18

Topic: Attention Deficit/Hyperactivity Disorder; Conduct and Oppositional Defiant Disorder

Assignment:

Child Psychopathology: Chapter 2: Attention-Deficit/Hyperactivity Disorder
Child Psychopathology: Chapter 3: Conduct and Oppositional Defiant Disorders
<https://medium.com/bionews/latinos-and-adhd-a-look-at-why-latinos-are-not-getting-diagnosed-5f97fee304a>

Session 7 June 25

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

Topic: Childhood Bereavement

Assignment:

Child Psychopathology: Chapters 5, 6, and 7
J. Smith “Unequal Burdens of Loss: Examining the Frequency and Timing of

Homicide Deaths Experienced by Young Black Men Across the Life Course”
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4455517/>

Session 8 July 2

Topic: Childhood Anxiety Disorders and Obsessive-Compulsive Disorders

Assignment:

Child Psychopathology: Chapters 8 and 9

Session 9 July 9

Topic: Childhood Onset Schizophrenia and Psychotic Disorders

Assignment:

Child Psychopathology: Chapter 10

“How to Avoid Ethnic Bias when Diagnosing Schizophrenia”

<https://www.mdedge.com/psychiatry/article/59739/schizophrenia-other-psychotic-disorders/how-avoid-ethnic-bias-when>

Session 10 July 16

Topic: Eating Disorders

Assignment:

Child Psychopathology: Chapter 15: Eating Disorders

Session 11 July 23 (Assignment #2 Due)

Topic: Substance Abuse

Assignment: *Child Psychopathology:* Chapter 4: Adolescent Substance Use Disorders

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2680081/>