**Course Title:** Mental Health and Mental Disorders in Children and Youth  
**Course #/Term:** SW612 003, Winter 2021  
**Time and Place:** Monday, 6 - 7:50 pm Remote on Zoom  
**Credit Hours:** 3  
**Prerequisites:** Not Available  
**Instructor:** Zaynab Boussi, MSW, LMSW  
**Pronouns:** She, Her, Hers  
**Contact Info:**  
- **Email:** zboussi@umich.edu  
- **Cell Phone:** 313-204-1505 (Call or Text)  
  - You may expect a response within 24 hours  
**Office:** N/A  
**Office Hours:** By appointment

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**Course Description**

This interprofessional course is for student learners in the areas of social work, nursing, pharmacy, dentistry, and education. 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 and substance-related problems in children and youth. Using a clinical case discussion format, this class will highlight mental health diagnoses, comorbidity, and collaboration across health professions. Social determinants of health/mental health will be used as an organizing framework for discussing the impact of factors associated with health and mental health across diverse cultures, groups, and populations. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5), Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: DC: 0-5, and the Individuals with Disability Education Act (IDEA). Students will be taught to critically understand both the strengths and limitations of these classification systems and how to use these systems in practice. Interprofessional education
competencies related to teamwork and collaboration, values and ethics, and communication will be addressed.

Course Objectives

● Understand the diagnostic system as a generalizable framework for assessing, evaluating diagnosing children and youth with mental health concerns.

● Understand the major features and the natural history of the most common mental disorders and disorders with the greatest impact on families, schools and the public systems of care.

● Understand the impact of mental health, health and substance related problems within a co- and multi-morbidity, and differential diagnosis framework.

● Develop an understanding and awareness of the best practice/best available interventions and treatments for mental health disorders of children and youth.

● Using an interprofessional framework, students will be able to communicate and collaborate effectively across disciplines and shared care relationships.

Course Design

The objectives of the course will be pursued through readings, lectures, clinical team discussions, case studies and presentations, videos, and guest lectures.

Theme Relation to Multiculturalism & Diversity

is included in the topics of relationship building, communication, assessment, intervention, termination and evaluation. These topics explore how the differences between worker and client
impact and shape these critical dimensions of social work practice. Critical consciousness about power imbalances between worker and client and between client and agency are explored.

**Theme Relation to Social Justice**

are central to the topic of various roles assumed by social workers and in the client hood process in social agencies. The focus of the course is on small system change (individual, families, and groups) but the larger social context and implications for change is reflected in PIE, ecological assessment, and in the experience of applicants as they enter social agencies. These themes are integrated into this course through the use of case examples and case scenarios that will be selected by the instructor to exemplify skills in practice.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation**

are themes reflected in various purposes and models of contemporary social work practice. In addition, this course emphasizes skills that can be implemented with promotion, prevention, treatment, and rehabilitation as practice goals and outcomes.

**Theme Relation to Behavioral and Social Science Research**

is reflected in the theoretical base developed in this course to support practice methods, skills and assessment procedures.

**Relationship to SW Ethics and Values**

Social work ethics and values are addressed within the course as they pertain to issues related to working with clients and colleagues. The NASW Code of Ethics and other ethical codes are presented to give students direction about these ethical issues. In particular, this course focuses on client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, cultural sensitivity and competence.
Class Requirements

Text and class materials (required)

Additional readings are available on e-reserve. Readings are journal articles for class/canvas discussion.

Class schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Live Zoom Meeting Agenda</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>The Science and Practice of Abnormal Child Psychology</td>
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<tr>
<td>January 25, 2021</td>
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<tr>
<td>Class 2</td>
<td>The Causes of Childhood Disorders: A Levels of Analysis Approach</td>
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<tr>
<td>February 1, 2021</td>
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<tr>
<td>Class 3</td>
<td>Assessment and Diagnosis</td>
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<tr>
<td>February 8, 2021</td>
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</table>
Read Text: Chapter 3


<table>
<thead>
<tr>
<th>Class 4</th>
<th>Treating Children, Adolescents, and Families</th>
<th>Assignment #1 Due</th>
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<tbody>
<tr>
<td>February 15, 2021</td>
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Read Text: Chapter 4


<table>
<thead>
<tr>
<th>Class 5</th>
<th>Intellectual Disability and Developmental Disorders</th>
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<tr>
<td>February 22, 2021</td>
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Read Text: Chapter 5


<table>
<thead>
<tr>
<th>Class 6</th>
<th>Autism Spectrum Disorder</th>
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<td>March 1, 2021</td>
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Read Text: Chapter 6


<table>
<thead>
<tr>
<th>Class 7</th>
<th>Communication and Learning Disorders</th>
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<tbody>
<tr>
<td>March 8, 2021</td>
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### Read Text: Chapter 7


<table>
<thead>
<tr>
<th>Class 8</th>
<th>March 15, 2021</th>
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</thead>
<tbody>
<tr>
<td><strong>Attention-Deficit/Hyperactivity Disorder</strong></td>
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### Read Text: Chapter 8


<table>
<thead>
<tr>
<th>Class 9</th>
<th>March 22, 2021</th>
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<tbody>
<tr>
<td><strong>Conduct Problems in Children and Adolescents</strong></td>
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### Read Text: Chapter 9


<table>
<thead>
<tr>
<th>Class 10</th>
<th>April 5, 2021</th>
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</thead>
<tbody>
<tr>
<td><strong>Substance Use Disorders in Adolescents</strong></td>
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### No Class – March 29, 2021

### Read Text: Chapter 10

<table>
<thead>
<tr>
<th>Class 11</th>
<th>Anxiety Disorders and Obsessive-Compulsive Disorder</th>
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<tbody>
<tr>
<td>April 12, 2021</td>
<td></td>
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<tr>
<td>Read Text: Chapter 11</td>
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<table>
<thead>
<tr>
<th>Class 12</th>
<th>Trauma-Related Disorders and Child Maltreatment</th>
<th>Assignment # 2 Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 19, 2021</td>
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<td></td>
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<tr>
<td>Read Text: Chapter 12</td>
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<table>
<thead>
<tr>
<th>Class 13</th>
<th>Depressive Disorders and Suicide</th>
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<tr>
<td>Read Text: Chapter 13</td>
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**a. Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Attendance and</td>
<td>On-Going</td>
<td>10%</td>
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</table>
Attendance and Class participation

Students should plan to attend each class prepared to participate. If students are unable to attend or participate in the scheduled session, an email to the instructor is requested. If more than two absences occur, the student will not receive 50% of the credit for points earned throughout the course of the semester.

Students are expected to respect others opinions and comments and be prepared to learn and educate in a respectful manner.

Students are allowed to utilize electronic devices during sessions if utilized to support their work and success in the course. As professionals, it is understood that students will remain engaged in the session.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
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<td>99 – 100</td>
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<tr>
<td>A</td>
<td>94 – 98</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>84 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>74 – 76</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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</table>

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are...
recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.
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
- 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

Accommodations for students with disabilities:

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:

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.

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

APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.

Assignment #1 (Due February 15, 2021)

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 an introduction to your paper and topic.
2. Provide a brief definition of the diagnosis you have chosen to research, and write about, including its common symptoms. (This section may be a paraphrase of DSM 5)
3. 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.
   e. Discuss at least two ways that you integrated a focus on Privilege, Oppression, Diversity, and Social Justice (PODS) into your research of this topic and content of your paper.

4. 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.

5. 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.

6. Discuss whether or not you are (or will be) able to implement 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?)

7. Please remember to include an introduction (to your topic and paper) and concluding section (briefly summarizing your paper and specific significance/future directions).

Details:
- 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 proofread carefully.

All papers are to be submitted on canvas by class start time of the date the paper is due.

Late papers will be penalized ½ grade.

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 an introduction to your paper and topic.

2. Write a brief definition of the diagnosis and its common symptoms. (This section may be a paraphrase of DSM 5).

3. 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 evidence based treatments or interventions associated with the diagnosis you have chosen.
e. Discuss at least two ways that you integrated a focus on Privilege, Oppression, Diversity, and Social Justice (PODS) into your research of this topic and content of your paper.

4. Present a brief clinical case example from the readings which illustrates the disorder. Be sure to describe how your clinical case example illustrates behaviors or emotional symptoms that are features of the diagnosis. It is important here to loop back to the diagnostic criteria you have laid out earlier in the paper and describe how the case example illustrates meeting the specific criteria or if/what information is omitted.

5. Discuss whether you feel the client in the case example has been accurately diagnosed or has been misdiagnosed. If you decide that the child has been misdiagnosed, 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.

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

7. Please remember to include an introduction (to your topic and paper) and concluding section (briefly summarizing your paper and specifying significance/future directions).

Details:
• 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 proofread carefully.

All papers are to be submitted on canvas by class start time of the date the paper is due.

Late papers will be penalized ½ grade.
Assignment #2 (Clinical Assessment and Initial Treatment Planning)
Due: April 19, 2021

2A (Do this paper if you have or are currently working with children and youth)*

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 intervention 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 interaction between the child/youth and professional, 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 professional 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, matching symptoms to behaviors to each diagnostic criteria.

5. Cite 3 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. Describe a relevant best practice/ best available intervention and treatment. Indicate your rationale for choosing the approach you did. The relationship between the diagnostic formulation and intervention plan should be clearly stated. If relevant, describe components of the intervention plan which involve interprofessional practice, 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. Discuss at least two ways that you integrated a focus on Privilege, Oppression, Diversity, and Social Justice (PODS) into your research and analysis of your topic and content of your paper.

8. Please remember to include an introduction (to your topic and paper) and concluding section (briefly summarizing your paper and specifying significance/future directions).

Assignment#2 Details:
Confidentiality: As in all class discussions, please disguise your case material by using initials for client all family members and delete or disguise any other identifying facts/information such as school district, specific community where child resides etc.

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 proofread carefully. All papers are to be submitted via Canvas by class start time of the date the paper is due.

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

* If either of these assignments do not appeal to you and there is a topic that you are interested in and meets the course objectives, please reach out to me to discuss and plan an alternative assignment.

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

Option 1 (Clinical Presentation)

Sign up in class. This assignment is a virtual clinical presentation. This presentation will simulate a 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). Please do not present a client that you have written about for another SW 612 class assignment.

Your presentation should include the following:

- A question or focus that you have for the group
- 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 upload to canvas either an outline of your presentation or the PowerPoint at the time of the presentation. You may use whatever media you need for your presentation such as PowerPoints etc. Your presentation should be 20 minutes including class questions and discussion.

It is especially 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. 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 identity 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 diagnostic material as these will be well covered during other class time.

After researching your chosen topic, prepare a 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 either upload your PowerPoint presentation or a brief outline describing steps 1-3 above. Include a list of at least 5 citations that you used to research your topic.