



Course title:	Mental Health and Mental Disorders in Children and Youth
Course #/term:	SW 612 001 Fall 2021
Time and place:	Online
Live Class Meeting:	Tuesday, 8 pm to 10 pm via Zoom in Canvas
Credit hours:	3
Prerequisites:	None
Instructor:	Daniel Fischer
Pronouns:	He, him, his
Contact info:	Email: dfischer@umich.edu Phone: 734-647-2543 You may expect a response within 24 hours
Office:	Room 2660D
Office hours:	By appointment (please email me to schedule an appointment)

1. Course Statement

a. 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.

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 and competencies

- Assess 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
- Analyze the diagnostic system as a generalizable framework for assessing, evaluating, and diagnosing children and youth with mental health concerns
- Investigate the impact of mental health, health, and substance-related problems within a comorbidity and multimorbidity and differential diagnosis framework.
- Apply evidence-informed best practices and available interventions and treatments for mental health disorders of children and youth
- Analyze critical perspectives and bias, intersectionality, and cultural humility to conceptualize cases
- Apply key interprofessional practice team skills to effectively communicate and collaborate across disciplines and shared care relationships

d. Course format

This course will be completely online with required live two-hour sessions. The course will be open from MM/DD to MM/DD. In addition to meeting each week, you will be assigned readings, videos, discussions, and practice activities that encourage you to think critically about aspects of applying the DSM-5 criteria in practice. This will include, presentation of multiple disorders, social, developmental, and cultural factors that influence diagnoses in children. You will have the opportunity to explore multiple diagnosis, their criteria, and contributing factors. Additionally, there will be timed clinical vignette exams that require you to apply DSM-5 criteria and identify based practice treatment options. Additionally, students will have the opportunity to reflect on

how their own sense of self, perspectives, and approaches influences their relationships and work with children and families.

Readings, videos, lectures, and tasks can be found in the weekly modules. Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, any supplemental reading or videos I suggest, and any additional information directed to the class.

e. 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.

f. Relationship 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-5 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, HIPAA, 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.

g. Intensive focus on 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.

h. Instructor Communication

Email is the best way to reach me. I try to respond to students within 24 hours or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment.

2. Class Requirements

a. Technology Requirements

In order to access and interact in the class, you must have access to the Internet, preferably high-speed Internet, for the duration of this course. You must have consistent access to a professional word processor and a presentation program such as Google Suite and Microsoft Office. For technological support, please contact the [U-M ITS Service Center](#).

b. Text and class materials

- a. All materials will be posted and linked within Canvas at the beginning of the module.
- b. Read all readings and watch all videos prior to engaging in the asynchronous discussions or attending the live Zoom sessions.
- c. All required readings and media will be discussed, debriefed, or otherwise utilized in the live Zoom sessions, individual reflections, or asynchronous discussions.

- d. In order to fully engage in the course topics and become a competent and skilled social work practitioner, you must complete all required readings and watch all required media.

Optional Resources

- e. DSM-5 online supplemental information can be found at <http://www.psychiatry.org/dsm5>
- f. American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, DC, American Psychiatric Association. ISBN 978-0-89042-554-1

The SSW library also has a subscription to the DSM-5 through Mirlyn Catalog. You can access it on-line through the University of Michigan Website <https://www.umich.edu/> and under quick links selecting Library CatAlog. Log in and search for Diagnostic and Statistical Manual of Mental Disorders: DSM-5. Select and scroll down to Electronic Resources and click Available Online <https://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596> *Link to the library's version are provided throughout the course.*

- g. DSM-5 online supplemental information can be found at <http://www.psychiatry.org/dsm5>
- The DSM-5 Casebook can also be found at <https://doi.org/10.1176/appi.books.9781585624836>
No purchase is required. This text is available through the library.

c. Class schedule

Our course functions on a day of the week schedule. In our Canvas site, you will notice that items are due on Days 3, 6, and 7 of the weekly modules for the course.

Date/Time	Agenda	Required Readings & Assignments
Module 1	<p>Lesson 1: Social Work Practice, Social Justice, Assessment and Use of the DSM-5 and Developmental Systems Perspective</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>Syllabus</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/full/10.5555/appi.books.9780890425596.Section1</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.UseofDSM5</p> <p>Mills, C. (2015). The psychiatrization of poverty: Rethinking the mental health–poverty nexus. <i>Social and Personality Psychology Compass</i>, 9(5), 213–222. doi: https://doi.org/10.1111/spc3.12168</p> <p>Watch:</p> <p>Faculty Lecture: Expression of Mental Disorders, Use of the DSM-5 and Help-Seeking</p> <p>Faculty Lecture: Mental Health Stigma and Social Justice Issues in Diagnosis and Treatment</p> <p>Faculty Lecture: Introduction to a Developmental Systems Perspective</p> <p>AJ+. (2015, November 23). If you're not white it's harder to get mental health care [Video]. YouTube. https://www.youtube.com/watch?v=FgNaqfGTysU</p> <p>Youth to Youth International. (2017, May 2). Y2Y teens discuss stress, anxiety, and mental health [Video]. YouTube. https://www.youtube.com/watch?v=BgZhHxUwll</p>

		<p><u>U</u></p> <p>Complete: Introduce Yourself: Discussion: Initial post due Day 3, Peer responses due Day 6</p> <p>Discussion: Initial post due Day 3, Peer responses due Day 6</p> <p>Reflection due Day 7 11:59pm</p>
Module 2	<p>Lesson 2: Introduction to Developmental Systems Perspective Interprofessional Practice and Anxiety Disorders in Children and Youth</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://doi.org/10.1176/appi.books.9780890425596.dsm05</p> <p>Liang, J., Matheson, B. E., & Douglas, J. M. (2016). Mental health diagnostic considerations in racial/ethnic minority youth. <i>Journal of Child and Family Studies</i>, 25(6), 1926–1940.</p> <p>Williams, D. R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. <i>Journal of Health and Social Behavior</i>, 59(4), 466–485.</p> <p>Watch:</p> <p>Faculty Lecture: Interprofessional Collaborative Practice</p> <p>Faculty Lecture: Introduction to Anxiety Disorders in Children and Youth</p> <p>Faculty Lecture: Specific Phobias</p> <p>Faculty Lecture: Separation Anxiety Disorder</p> <p>Complete: Discussion: Initial post due Day 3, Peer responses due Day 6</p>
Module 3	Lesson 3: Generalized	Read:

	<p>Anxiety Disorder, Social Anxiety Disorder, and Panic Disorder</p> <p>Live Session: See Canvas</p>	<p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm05</p> <p>Gordon-Hollingsworth, A. T., Becker, E. M., Ginsburg, G. S., Keeton, C., Compton, S. N., Birmaher, B. B., Sakolsky, D. J., Piacentini, J., Albano, A. M., Kendall, P. C., Suveg, C. M., & March, J. S. (2015). Anxiety disorders in caucasian and African American children: A comparison of clinical characteristics, treatment process variables, and treatment outcomes. <i>Child Psychiatry & Human Development</i>, 46(5), 643–655. doi: 10.1007/s10578-014-0507-x</p> <p>Raver, C. C., Roy, A. L., Pressler, E., Ursache, A. M., & McCoy, D. C. (2016, December 1). Poverty-related adversity and emotion regulation predict internalizing behavior problems in low-income children ages 8–11. <i>Behavioral Sciences</i>, 7(1), 2. doi: https://doi.org/10.3390/bs7010002</p> <p>Faculty Lecture: Generalized Anxiety Disorder</p> <p>Faculty Lecture: Social Anxiety Disorders</p> <p>Faculty Lecture: Panic Disorders</p> <p>Complete: Practice Vignette Assignment due Day 7</p>
<p>Module 4</p>	<p>Lesson 4: Obsessive-Compulsive Disorder</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm06</p> <p>Geller, D. A. & March, J. A. (2012, January). Practice parameter for the assessment and treatment of children and adolescents with obsessive-compulsive disorder. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 51(1), 98–113.</p>

		<p>Watch: Faculty Lecture: Obsessive-Compulsive Disorder</p> <p>Complete: Ungraded Exam Preparation</p>
Module 5	<p>Lesson 5: Tic Disorders and Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm01</p> <p>Fairman, K. A., Peckham, A. M., & Sclar, D. A. (2017). Diagnosis and treatment of ADHD in the United States: Update by gender and race. <i>Journal of Attention Disorders</i>, 24(1), 10–19.</p> <p>Thomas, R., Sanders, S., Doust, J., Beller, E., & Glasziou, P. (2015, April). Prevalence of attention-deficit/hyperactivity disorder: A systematic review and meta-analysis. <i>Pediatrics</i>, 135(4), e994–e1001.</p> <p>Zuckerman, K. E., & Pachter, L. M. (2019). Race, ethnicity, socioeconomic factors, and attention-deficit hyperactivity disorder. <i>Journal of Developmental & Behavioral Pediatrics</i>, 40(2), 150–151.</p> <p>Leckman, J. F., King, R. A., & Bloch, M. H. (2014). Clinical features of Tourette syndrome and tic disorders. <i>Journal of Obsessive-Compulsive and Related Disorders</i>, 3(4), 372–379</p> <p>Watch: Faculty Lecture: Tic Disorders</p> <p>RockinJapGirl. (2008, January 27). Inspirational Tourette's Syndrome sufferers 1: Kids with TS [Video]. YouTube. https://www.youtube.com/watch?v=HPmpIY7XJVE</p> <p>Faculty Lecture: Attention Deficit Hyperactivity Disorder</p>

		<p>My Little Villagers. (2015, October 14). ADHD child vs. Non-ADHD child interview [Video]. YouTube. https://www.youtube.com/watch?v=-IO6zqlm88s</p> <p>TEDX Talks. (2015, December 18). ADHD sucks, but not really Salif Mahamane TEDxUSU [Video]. YouTube. https://www.youtube.com/watch?v=fWCocjh5aK0</p> <p>St. Louis Children's Hospital. (2016, September 15). Signs, symptoms, and treatment of ADHD in children [Video]. YouTube. https://www.youtube.com/watch?v=AmluwUZBygl</p> <p>Complete:</p> <p>Exam #1 due Day 7</p>
Module 6	<p>Lesson 6: Disruptive Behavior Disorders</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm15</p> <p>Baglivio, M. T., Wolff, K. T., Piquero, A. R., Greenwald, M. A., & Epps, N. (2017). Racial/ethnic disproportionality in psychiatric diagnoses and treatment in a sample of serious juvenile offenders. <i>Journal of youth and adolescence</i>, 46(7), 1424–1451.</p> <p>Ballentine, K. L. (2019, June 6). Understanding racial differences in diagnosing ODD versus ADHD using critical race theory. <i>Families in Society: The Journal of Contemporary Social Services</i>, 100(3), 282–292. doi: https://doi.org/10.1177/1044389419842765</p> <p>Ollendick, T. H., Booker, J. A., Ryan, S., & Greene, R. W. (2018). Testing multiple conceptualizations of oppositional defiant disorder in youth. <i>Journal of Clinical Child &</i></p>

		<p>Adolescent Psychology, 47(4), 1–14. doi: 10.1080/15374416.2017.1286594</p> <p>Watch:</p> <p>Faculty Lecture: ODD</p> <p>Faculty Lecture: Conduct Disorder</p> <p>Complete:</p> <p>Discussion: Initial post due Day 3, Peer responses due Day 6</p>
Module 7	<p>Lesson 7: Autism Spectrum Disorders</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm01</p> <p>Donohue, M. R., Childs, A. W., Richards, M., & Robins, D. L. (2019). Race influences parent report of concerns about symptoms of autism spectrum disorder. <i>Autism</i>, 23(1), 100–111.</p> <p>Durkin, M. S., Maenner, M. J., Baio, J., Christensen, D., Daniels, J., Fitzgerald, R., Imm, P., Lee, L., Achieve, L. A., Van Naarden Braun, K., Wingate, M. S., & Yeargin-Allsopp, M. (2017). Autism spectrum disorder among U.S. children (2002–2010): Socioeconomic, racial, and ethnic disparities. <i>American Journal of Public Health</i>, 107(11), 1818–1826.</p> <p>Watch:</p> <p>Faculty Lecture: Autism Spectrum Disorders</p> <p>Complete:</p> <p>Discussion: Initial post due Day 3, Peer responses due Day 6</p>
Module 8	<p>Lesson 8: Childhood Trauma and Post Traumatic Stress Disorder</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/abs/10.1176/appi.books.9780890425596.dsm07</p>

		<p>Greeson, J. K. P, Briggs, E. C., Layne, C. M., Belcher, H. M. E, Ostrowski, S. A., Kim, S., Lee, R. C., Vivrette, R. L., Pynoos, R. S., & Fairbank, J. A. (2013, October 20). Traumatic childhood experiences in the 21st century: Broadening and building on the ACE studies with data from the national childhood stress network. <i>Journal of Interpersonal Violence</i>, 29(3), 536–556.</p> <p>Martinez, J. L., Gudino, O. G., & Lau, A. S. (2013, April 28). Problem-specific racial/ethnic disparities in pathways from maltreatment exposure to specialty mental health service use for youth in child welfare. <i>Child Maltreatment</i>, 19(2), 98–107.</p> <p>Smith, P., Dagleish, T., & Meiser- Stedman, R. (2019). Practitioner review: Posttraumatic stress disorder and its treatment in children. <i>Journal of Child Psychology and Psychiatry</i>, 60(5), 500–515. https://doi-org.proxy.lib.umich.edu/10.1111/jcpp.12983</p> <p>Esteves, K. C., Jones, C. W., Wade, M., Callerame, K., Smith, A. K., Theall, K. P., & Drury, S. S. (2020, January 1). Adverse childhood experiences: Implications for offspring telomere length and psychopathology. <i>American Journal of Psychiatry</i>, 177(1), pp. 47–57. https://ajp-psychiatryonline-org.proxy.lib.umich.edu/doi/10.1176/appi.ajp.2019.18030335</p> <p>Watch: Faculty Lecture: Childhood Trauma and Post Traumatic Stress Disorder</p> <p>TED. (2015, February 17). How childhood trauma affects health across a lifetime Nadine Burke Harris [Video]. YouTube. https://www.youtube.com/watch?v=95ovlJ3dsNk</p> <p>Mindyour Class. (2016, March 25). Still face experiment Dr Edward Tronick [Video]. YouTube. https://www.youtube.com/watch?v=YTTsXc6sARg</p> <p>Complete: Practice Vignette Assignment due Day 7</p>
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<p>Module 9</p>	<p>Lesson 9: Substance Use and Misuse Disorders and Eating Disorders</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm16</p> <p>Gray, K. M., & Squeglia, L. M. (2018). Research review: What have we learned about adolescent substance use? <i>Journal of Child Psychology and Psychiatry</i>, 59(6), 618–627.</p> <p>Wilksch, S. M., O'Shea, A., Ho, P., Byrne, S., & Wade, T. D. (2019, December 3). The relationship between social media use and disordered eating in young adolescents. <i>International Journal of Eating Disorders</i>, 53(1), 96–106.</p> <p>Watch:</p> <p>Faculty Lecture: Substance Use and Misuse Disorders Faculty Lecture: Eating Disorders</p> <p>Complete:</p> <p>Ungraded Exam</p> <p>Exam #2 due Day 7</p>
<p>Module 10</p>	<p>Lesson 10: Depressive Disorders and Bereavement</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://dsm.psychiatryonline.org/doi/abs/10.1176/appi.books.9780890425596.dsm04</p> <p>Berona, J., Horwitz, A. G., Czyz, E. K., & King, C. A. (2019, December 13). Predicting suicidal behavior among lesbian, gay, bisexual, and transgender youth receiving psychiatric emergency services. <i>Journal of psychiatric research</i>, 122, 64–69.</p> <p>Bufferd, S. J., Dougherty, L. R., Olino, T. M., Dyson, M. W., Lipton, R. S., Carlson, G. A., & Klein, D. N. (2015, November 1). Predictors of onset in depression of young children: a multi-</p>

		<p>method, multi-informant longitudinal study from ages 3 to 6. <i>Journal of Child Psychology & Psychiatry</i>, 55(11), 1–9. https://doi-org.proxy.lib.umich.edu/10.1111/jcpp.12252</p> <p>Watch: Faculty Lecture: Depressive Disorders</p> <p>DeHart, G. (2019). One last hug [Video]. Vimeo. https://vimeo.com/332558788</p> <p>NBC News. (2018, March 22). Study shows suicide rate of black children twice that of white children NBC Nightly News [Video]. YouTube. https://www.youtube.com/watch?v=UR7m2ncJB5</p> <p>Complete: Discussion: Initial post due Day 3, Peer responses due Day 6</p>
Module 11	<p>Lesson 11: Bipolar Disorders and Psychosis</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm03</p> <p>Watch: Faculty Lecture: Bipolar Disorders</p> <p>Faculty Lecture: Psychosis in Children and Youth</p> <p>Complete: Discussion: Initial post due Day 3, Peer responses due Day 6</p>
Module 12	<p>Lesson 12: Infant Mental Health, Learning Disorders, and School Supports</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). https://dsm.psychiatryonline.org/doi/10.1176/appi.books.9780890425596.dsm10</p> <p>Larson, S., Spetz, J., Brindis, C. D., & Chapman, S. (2017). Characteristic differences between</p>

		<p>school-based health centers with and without mental health providers: A review of national trends. <i>Journal of Pediatric Health Care</i>, 31(4), 484–492.</p> <p>Zeanah, C.H., Jr. & Lieberman, A.F., (2019). Relationship-Specific Disorder of Early Childhood. in C.H. Zeanah, Jr. (Ed.). <i>Handbook of Infant Mental Health</i> (4th ed., pp. 467-479). Guilford</p> <p>Rosenblum, K. L., Muzik, M., Jester, J. M., Huth- Bocks, A., Erickson, N., Ludtke, M., Waddell, R., et. al. (2020). Community- delivered infant–parent psychotherapy improves maternal sensitive caregiving: Evaluation of the Michigan model of infant mental health home visiting. <i>Infant Mental Health Journal</i>, 41(2), 178-190.</p> <p>Watch:</p> <p>Faculty Lecture: Learning Disorders and School Supports</p> <p>Faculty Lecture: Infant Mental Health</p> <p>Complete:</p> <p>Discussion: Initial post due Day 3, Peer responses due Day 6</p> <p>Ungraded Exam Preparation</p>
Module 13	<p>Lesson 13: Use of Self, Intersectionality, Mental Health Stigma, Marginalized Groups and Social Justice Issues in Diagnosis and Treatment</p> <p>Live Session: See Canvas</p>	<p>Read:</p> <p>Burton, C. M., Marshal, M. P., Cisholm, D. J., Sucato, G. S., & Friedman, M. S. (2013). Sexual minority-related victimization as a mediator of mental health disparities in sexual minority youth: A longitudinal analysis. <i>Journal of Youth and Adolescents</i>, 42(3), 394–402.</p> <p>Connolly, M. D., Zervos, M. J., Barone, C. J., Johnson, C. C., & Joseph, C. L. (2016). The mental health of transgender youth: Advances in understanding. <i>Journal of Adolescent Health</i>, 59(5), 489–495.</p> <p>Fripp, J. A., & Carlson, R. G. (2017). Exploring</p>

		<p>the influence of attitude and stigma on participation of African American and Latino populations in mental health services. <i>Journal of Multicultural Counseling and Development</i>, 59(5), 489–495 .</p> <p>Complete:</p> <p>Reflection Assignment du Day 7 Exam #3 due Day 7</p>
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d. Assignments

Assignments	Due Date	Points	% Overall Grade
Discussions (x7)	Module 1 Module 2 Module 6 Module 7 Module 10 Module 11 Module 12	20 points each; 140 points total	32%
Vignette Exams (x3)	Complete and submit Vignette Exam #1 during Module 5. Complete and submit Vignette Exam #2 during Module 9. Complete and submit Vignette Exam #3 during Module 13.	90 points each; 270 points total	54%
Assignment (x2)	Module 1 Module 13	45 points each; 90 points total	14%

Discussions: During designated weeks, students will be asked to explore course concepts in asynchronous discussions with peers. Learners will be assessed on their ability to reflect on and apply course concepts as well as their willingness to engage in conversation with peers. Specific requirements for each discussion are detailed within the course and a rubric is also provided with each prompt. It is expected of each of us that we are respectful in our comments, and that we consider multiple views, ideas, and perspectives.

It is critical that you prepare yourself for being triggered because I am certain you will be both in the classroom and in field. The goal is not to try and avoid triggering events and interactions, but rather to learn how to navigate these situations, with supervision, so you can function effectively in your role as a social worker.

Exams: Students will complete three timed exams. Each exam will include three clinical vignettes. Students are asked to read each clinical vignette and, based on a their review, 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 be focused on specific diagnosis. Each exam will have 3 clinical vignettes and each vignette is worth up to 30 points, with the possibility to earn 90 points total on each exam.

- Exam #1 will cover the following disorders: Specific phobia, separation anxiety disorder, generalized anxiety disorder, social anxiety disorder, panic disorder, and obsessive-compulsive disorder.
- Exam #2 will cover the following disorders: tic disorders, ADHD, oppositional defiant disorder, and PTSD.
- Exam #3 will cover the following disorders: anorexia nervosa, major depressive Disorder, Bipolar I disorder

Assignments: Students will be asked to reflect on their knowledge, skills, and abilities at the beginning and end of the course. Specific prompts and rubrics are provided at appropriate times within the course.

e. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

See UM-SSW [Policy on class attendance](#)

You are expected to log onto the course and check your email at least once per day to check for important announcements. Individual Assignments or Internet Assignments are due each week. Attendance will be taken based on your submitting assignments weekly. If you fail to submit an assignment when due, you will be marked absent for that week.

f. Participation Guidelines

Weekly Participation: You are expected to read assigned materials, submit assignments, and participate in live class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. Expect to spend 8-9 hours per module—this consists of a 2-hour live meeting and 6.5 hour asynchronous learning activities on a weekly basis.

Live Class Meeting Participation: Attendance at all live class sessions is an expectation of this class. It is expected that students will sign in for the live class session before it begins and remain engaged for the duration of the session. It is expected that students will participate by video, if feasible, and using the webcam on their computer, tablet, or smartphone. Prepare for each live session by engaging the pre-assigned content and activities. In case of an anticipated absence or an emergency, you should contact me as soon as possible providing documentation supporting the need for any absence. You may be asked to review the recorded class session and submit your reflection no later than three days after the session.

Discussion Participation: When required discussions are present, you are required to post your initial response to the discussion prompts by the day 3 of the module at 11:59 pm. You are required to read and respond to at least two peer responses by day 7 of the module at 11:59 pm. You are encouraged to share your experiences, perspectives, interpretation of the materials as well as credible additional resources relating directly to the topic under discussion.

Students may receive partial credit for responses posted up to one week late. No credit will be given for responses posted beyond two weeks after the discussion assignment is due. Please be sure to be courteous in your replies to your fellow classmates. Points for your weekly participation grade will be assigned per the rubric provided within the course.

f. Grading

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each exam, assignment, and discussion are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points. Overall, points will be tabulated to the corresponding final letter grades as follows. (add my points rubric here).

There are 500 points total available in this course. A breakdown of how points are associated with letter grades is listed below.

A	94-100%
A -	90 - 93%
B+	88 - 89%
B	83 - 87%
B-	80 - 82%
C+	78 - 79%
C	73 - 77%
C-	70 - 72%
D+	68 - 69%
D	63 - 67%
F	Less than 62%

Please reference the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

Late Work: Consistent with the UMSSW Technical Standards, timely communication with the instructor is expected when assignments will not be completed on time. Assignments turned in after the due date and time are subject to a points reduction of 10% for each day late. Flexibility to this policy will be considered based on communication between the student and the instructor.

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.

g. 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.

h. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

i. 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.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*