



Course title:	Mental Health and Mental Disorders of Children and Youth	
Course #/term:	SW 612, Section 001, Spring/Summer 2022	
Time and place:	Mondays, May 9 th , 2022, to August 1 st , 2022 8:00am – 12:00pm, Room # B684 SSWB	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Gina Ambrogio, LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: ggiinnaa@umich.edu	Phone: 586-322-1714
	You may expect a response to all emails within 24 hours.	
Office:	3738 SSWB (However, I am only on campus for our class.)	
Office hours:	By 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 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 (EPAS 1, 2, 6, 7, 8).
- Analyze the diagnostic system as a generalizable framework for assessing, evaluating, and diagnosing children and youth with mental health concerns (EPAS 6, 7, 8).

- Evaluate ethical and diversity considerations and strengths and limitations regarding the development and application of classification systems (EPAS 1, 2, 6, 7, 8)
- Investigate the impact of mental health, health, and substance-related problems within a co- and multi-morbidity, and differential diagnosis framework (EPAS 6, 7, 8).
- Apply evidence-informed best practices and available interventions and treatments for mental health disorders of children and youth (EPAS 7, 8).
- Analyze critical perspectives and bias, intersectionality, and cultural humility to conceptualize cases (EPAS 2, 5, 6).
- Apply key interprofessional practice team skills to effectively communicate and collaborate across disciplines and shared care relationships (EPAS 2, 6, 7, 8, 9).

c. Course Design:

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

d. 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.

2. Class Requirements

a. Text and Class Materials:

All reading materials for the course will be made available in the associated module within the Canvas site for each week of class. To fully engage in the course topics and become a competent and skilled social work practitioner, it is expected that students will complete all assigned readings and module activities prior to class each week. Required reading assignments will be integrated into class sessions in lectures and discussions. Additional resources and helpful tools will also be shared on the Canvas site throughout the semester.

Throughout the course, the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, Text Revision (DSM-5-TR; 2022) will be heavily utilized. Electronic access to this text is available for free to students through the U-M Library, which may be accessed [here](#).

b. Class Schedule:

Below is a schedule of the course including weekly topics, required readings, and assignments. All materials that are expected to be read, viewed, or completed prior to class will be included within the Canvas Module for that specified week of class. Please note that additional content is included within the modules on our course Canvas site for completion.

Any other changes to the course schedule will occur at least a week in advance (when circumstances permit) and will be shared over email and posted onto Canvas.

Date & Topic	Readings & Assignments
<p>Week 1: May 9th -Course Introduction -Social Work Practice, Assessment, & Use of the DSM-5</p>	<p>Corcoran, J., & Walsh, J. (2016). Social work and the DSM: Person-in-environment versus the medical model. <i>Clinical assessment and diagnosis in social work practice</i> (p. 9-29). Oxford University Press, Incorporated.</p> <p>Paris, J. (2015). The history of diagnosis in psychiatry. <i>The intelligent clinician's guide to the DSM-5</i> (p. 15-33). Oxford University Press, Incorporated.</p> <p>Pre-Class Survey Due by 11:59pm.</p>
<p>Week 2: May 16th -Systems, Stigma, & Social Justice in Diagnosis and Treatment</p>	<p>Choose <u>TWO</u> of the following readings to complete:</p> <p>Colker, R. (2013). Introduction. <i>Disabled education: A critical analysis of the individuals with disabilities education act</i>. New York University Press.</p> <p>Fripp, J. A., & Carlson, R. G. (2017). Exploring 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>, 45, 80-94.</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.</p> <p>Moses, T. (2010). Being treated differently: Stigma experiences with family, peers, and school staff among adolescents with mental health disorders. <i>Social Science & Medicine</i>, 70, 985-993.</p>
<p>Week 3: May 23rd -Mood Disorders</p>	<p>DSM-5-TR (2022) Bipolar and Related Disorders: Bipolar I Disorder, Bipolar II Disorder.</p> <p>DSM-5-TR (2022) Depressive Disorders: Disruptive Mood Dysregulation Disorder, Major Depressive Disorder.</p> <p>Bostwick, W.B., Meyer, I., Aranda, F., Russell, S., Hughes, T., Birkett, M., & Mustanski, B. (2014). Mental health and suicidality among racially/ethnically diverse sexual minority youths. <i>American Journal of Public Health</i>, 104(6), 1129-1136.</p> <p>Miller, S., Chang, K.D., & Ketter, T.A. (2013). Bipolar disorder and attention deficit hyperactivity disorder comorbidity in children and adolescents: Evidence-based approach to diagnosis and treatment. <i>Journal of Clinical Psychiatry</i>, 74, 628-629.</p> <p>Interview & Reflection Paper Due by 11:59pm.</p>

May 30 th —Memorial Day Holiday—No Class	
<p>Week 4: June 6th -Anxiety Disorders</p>	<p>DSM-5-TR (2022) Anxiety Disorders: Separation Anxiety Disorder, Selective Mutism, Social Anxiety Disorder, Generalized Anxiety Disorder.</p> <p>Choose <u>ONE</u> of the following readings to complete:</p> <p>Gere, M.K., Villabo, M.A., Torgersen, S., & Kendall, P.C. (2012). Overprotective parenting and child anxiety: The role of co-occurring child behavior problems. <i>Journal of Anxiety Disorders</i>, 26, 642-649.</p> <p>Raver, C.C., Roy, A.L., Pressler, E., Ursache, A.M., & Charles McCoy, D. (2016). Poverty-related adversity and emotion regulation predict internalizing behavior problems among low-income children ages 8-11. <i>Behavioral Sciences</i>, 7(1), 1-12.</p> <p>In Class: Clinical Case Presentations- Team Member #1</p>
<p>Week 5: June 13th -Eating Disorders</p>	<p>In Class: Exam #1 (8:00am-9:45am)</p> <p>DSM-5-TR (2022) Feeding and Eating Disorders: Pica, Avoidant/Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder.</p> <p>Midterm Course Evaluation Due Friday 6/17 by 11:59pm.</p>
<p>Week 6: June 20th -Autism Spectrum Disorder</p>	<p>DSM-5-TR (2022) Neurodevelopmental Disorders: Autism Spectrum Disorder.</p> <p>Bottema-Beutel, K., Cuda, J., Kim, S.Y., Crowley, S., & Scanlon, D. (2020). High school experiences and support recommendations for autistic youth. <i>Journal of Autism and Developmental Disorders</i>, 50, 3397-3412.</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>Kurth, J.A., Love, H., & Pirtle, J. (2020). Parent perspectives of their involvement in IEP development for children with autism. <i>Focus on Autism and Other Developmental Disabilities</i>, 35(1), 36-46.</p> <p>In Class: Clinical Case Presentations- Team Member #2</p>
<p>Week 7: June 27th -Attention-Deficit Hyperactivity Disorder</p>	<p>DSM-5-TR (2022) Neurodevelopmental Disorders: Attention-Deficit Hyperactivity Disorder.</p> <p>Ballentine, K.L. (2019). 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.</p> <p>Kang, S. & Harvey, E.A. (2020). Racial differences between black parents' and white teachers' perceptions of attention-deficit/hyperactivity disorder behavior. <i>Journal of Abnormal Child Psychology</i>, 48, 661-672.</p> <p>In Class: Clinical Case Presentations- Team Member #3</p>

July 4 th —Independence Day Holiday—No Class	
<p>Week 8: July 11th -Trauma-and-Stressor Related Disorders, Part 1</p>	<p>In Class: Exam #2 (8:00am-9:45am)</p> <p>DSM-5-TR (2022) Trauma-and-Stressor Related Disorders: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder.</p> <p>Embury, D.C., Clarke, L.S., & Leaver, C. (2020). Reactive attachment disorder in the classroom. <i>Preventing School Failure: Alternative Education for Children and Youth</i>, 64(3), 240-248.</p>
<p>Week 9: July 18th -Trauma-and-Stressor Related Disorders, Part 2</p>	<p>DSM-5-TR (2022) Trauma-and-Stressor Related Disorders: Posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders.</p> <p>D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., & Van Der Kolk, B.A. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. <i>American Orthopsychiatry Association</i>, 82(2), 187-200.</p> <p>Merrick, M.T., Ports, K.A., Ford, D.C., Afifi, T.O., Gershoff, E.T., Grogan-Kaylor, A. (2017). Unpacking the impact of adverse childhood experiences on adult mental health. <i>Child Abuse and Neglect</i>, 69, 10-19.</p> <p>In Class: Clinical Case Presentations- Team Member #4</p>
<p>Week 10: July 25th -Disruptive, Impulse-Control, and Conduct Disorders</p>	<p>DSM-5-TR (2022) Disruptive, Impulse-Control, and Conduct Disorders: Oppositional Defiant Disorder, Conduct Disorder.</p> <p>Levenson, J.S. & Willis, G.M. (2019). Implementing trauma-informed care in correctional treatment and supervision. <i>Journal of Aggression, Maltreatment, & Trauma</i>, 28(4), 481-501.</p> <p>Villodas, M.T., Cromer, K.D., Moses, J.O., Litrownik, A.J., Newton, R.R., & Davis, I.P. (2016). Unstable child welfare placements and early adolescent physical and mental health: The roles of adverse childhood experiences and post-traumatic stress. <i>Child Abuse and Neglect</i>, 62, 76-88.</p> <p>In Class: Clinical Case Presentations- Team Member #5</p>
<p>Week 11: August 1st -Self Care in Clinical Practice</p>	<p>In Class: Exam #3 (8:00am-9:45am)</p> <p>Choose <u>ONE</u> of the following readings to complete:</p> <p>Acker, G.M. (2011). Burnout among mental health care providers. <i>Journal of Social Work</i>, 12(5), 475-490.</p> <p>Scheyett, A. (2021). The responsibility of self-care in social work. <i>Social Work</i>, 66(4), 281-283.</p> <p>Wagaman, M.A., Geiger, J.M., Shockley, C., & Segal, E.A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. <i>Social Work</i>, 60(3), 201-209.</p>

c. Assignments:

Students are expected to complete all assigned course content prior to the appropriate class date and to use them as the basis for informed participation in class meetings. It is expected that students will complete and submit their work promptly on Canvas by the due date of each assignment. Late submission of assignments may result in a reduction in grade. Examinations, which will be a component of this course, will take place during class meetings. **Additional details regarding each assignment including instructions, examples, and a grading rubric will be provided during the course.**

Assignment	Due Date	Percent of Course Grade
Interview & Reflection Paper	Monday, May 23 rd by 11:59pm	10%
Exam #1	Monday, June 13 th (In Class)	20%
Exam #2	Monday, July 11 th (In Class)	20%
Exam #3	Monday, August 1 st (In Class)	20%
Clinical Case Presentation	Date Varies (See Assignment Guide)	15%
Class Engagement: --Class Attendance --Completion of Midterm Course Evaluation --Participation in Class Discussion --Pre-Class & In-Class Activities	Ongoing Throughout the Course	15%

d. Attendance and Class Participation:

Attendance at all class sessions is required. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes.

If personal or professional circumstances require your absence from class, please promptly inform the instructor via email. It is the responsibility of the student to ensure that any missed content is reviewed. Students may review the [Policy on Class Attendance](#) found in the MSW Student Guide for further information.

e. Grading:

Final grades are based upon 100 percentage points. Letter grades are assigned to point totals, based upon the following schedule:

Above 100: A+	88 to 90: B+	78 to 80: C+	68 to 70: D+
94 to 100: A	84 to 87: B	74 to 77: C	64 to 67: D
91 to 93: A-	81 to 83: B-	71 to 73: C-	63 and Below: E

Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

f. 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. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#).

g. 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](#).

h. 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*