# Course Title

**Mental Health and Mental Disorders in Children and Youth**

# Course #/term

**SW 612.002, Fall 2022**

# Time and place

Wednesdays, 5:00 pm – 8:00 pm EST  
School of Social Work B798

# Credit hours

3

# Prerequisites

Graduate standing

# Instructor

Cristina Bares, Ph.D., M.S., M.S.W., M.B.A.

# Pronouns

She, her, hers

# Contact info

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**Phone:** (734) 615-2582

You may expect a response within 72 hours

# Office

2736 SSWB

# Office hours

Thursdays, make appointment through Calendly  
[https://calendly.com/cbb_um/30min](https://calendly.com/cbb_um/30min)

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## 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

The course will examine psychological, behavioral, and developmental disorders of childhood and adolescence. The particular disorders will be considered in broader psychological 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) 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, socio-cultural factors) and resiliency, 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, 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 assessment of strengths and adaptive functions that may coexist with disorders, as well as to the issues in defining mental health and mental disorders in cultural terms. Evidence-based interventions of a psychological and pharmacological nature will be reviewed across each of the mental health problems identified above.

C. Course Objectives and Competencies

At the end of the course students will be able to

1. 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).

2. Analyze the diagnostic system as a generalizable framework for assessing, evaluating, and diagnosing children and youth with mental health disorders (EPAS 6, 7, 8).

3. Evaluate ethical and diversity considerations and strengths and limitations regarding the development and application of classification systems (EPAS 1, 2, 6, 7, 8).

4. Investigate the impact of mental health, health, and substance-related problems with a co- and multi-morbidity and differential diagnosis framework (EPAS 6, 7, 8).

5. Apply evidence-informed best practices and available interventions and treatments for mental health disorders of children and youth (EPAS 7, 8).

6. Analyze critical perspectives and bias, intersectionality, and cultural humility to conceptualize cases (EPAS 2, 5, 6).

7. Apply key interprofessional practice team skills to effectively communicate and collaborate across disciplines and shared care relationships (EPAS 2, 6, 7, 8, 9).

D. Course Design

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

E. Curricular Themes

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 health 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 views 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 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 strength critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

A. Text and class materials. This course will rely heavily on the DSM-5 and supplemental documents. The UM library system has a subscription to the DSM-5 through Mirlyn. Students can access it online through lib.umich.edu, search under Catalog for DSM-5. In addition, it is important that students save these websites to access relevant course material.

DSM-5 Online Supplemental Information at psychiatry.org/dsm5
DSM-5 Casebook at https://doi.org/10.1176/appi.books.9781585624836
Electronic copies of course readings will be made available to students at the start of the semester through Canvas. To fully engage in the course topics and become a competent and skilled social work practitioner, students are expected to complete all required readings, prepare assignments, and watch all required media prior to each class session.

B. Class schedule.

Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Introduction to Developmental Systems Perspective and Anxiety Disorders in Children and Youth</td>
<td>Lian et al., 2016; Williams et al., 2018:</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<td>3</td>
<td>Generalized Anxiety Disorder, Social Anxiety Disorder, and Panic Disorder in Children and Youth</td>
<td>Gordon-Hollingsworth et al., 2015; Raver et al., 2016; DSM-5: “Anxiety Disorders”</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<tr>
<td>5</td>
<td>Tic Disorders and Attention Deficit Hyperactivity Disorder in Children and Youth</td>
<td>Fairman et al., 2017; Thomas et al., 2015; Zuckerman et al., 2019; Leckman et al., 2014; DSM-5 &quot;Tic Disorders&quot;, &quot;ADHD&quot;</td>
<td>Prepare readings and watch videos/slide deck; Exam #1</td>
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<tr>
<td>6</td>
<td>Disruptive Behavior Disorders in Children and Youth</td>
<td>Baglivio et al., 2017; Ballentine, 2019; Ollendick et al., 2018: DSM-5 “Disruptive, Impulse Control”</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<td>7</td>
<td>Autism Spectrum Disorders</td>
<td>Donohue et al., 2019; Durkin et al., 2017 ; DSM-5 &quot;Autism Spectrum&quot;</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<td>8</td>
<td>Childhood Trauma and Post Traumatic Stress Disorder</td>
<td>Greeson et al., 2013; Martinez et al., 2013; Smith et al., 2019; Esteves et al., 2020; DSM-5 &quot;Trauma and Stressor-Related Disorders&quot;</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<td>9</td>
<td>Substance Use and Misuse Disorders and Eating Disorders</td>
<td>Gray et al., 2018; Wilksch et al., 2019; DSM-5 &quot;Substance-Related and Addictive Disorders&quot;</td>
<td>Prepare readings and watch videos/slide deck; Exam #2 due</td>
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<tr>
<td>10</td>
<td>Depressive Disorders and Bereavement</td>
<td>Berona et al., 2019; Bufferd et al., 2015; DSM-5 &quot;Depressive Disorders&quot;</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<tr>
<td>11</td>
<td>Bipolar Disorders and Psychosis</td>
<td>Patino et al., 2021; Youngstrom et al., 2008; Goldstein et al., 2017; DSM-5 &quot;Bipolar and Related Disorders&quot;</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
</tr>
<tr>
<td>12</td>
<td>Infant Mental Health, Learning Disorders, and School Supports</td>
<td>Larson et al., 2017; Zeanah et al., 2019; Rosenblum et al., 2020</td>
<td>Prepare readings, written reflections, and watch videos/slide deck.</td>
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<tr>
<td>13</td>
<td>Use of Self, Intersectionality, Mental Health Stigma, Marginalized Groups and Social Justice Issues in Diagnosis and Treatment</td>
<td>Burton et al., 2013; Connolly et al., 2016; Fripp et al., 2017</td>
<td>Prepare readings, written reflections.</td>
</tr>
<tr>
<td>14</td>
<td>Final Thoughts</td>
<td></td>
<td>Exam #3</td>
</tr>
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</table>

**Course Reading List**


### C. Assignment Description

**Written Reflections.** Each week, students will be expected to complete the listed readings (above) prior to class. Based on the listed readings, students will submit a written reflection on the week’s readings. The written reflection will change week to week. Some weeks the writing prompts will include 1) answering a question about that week’s readings, or 2) will involve developing and posing a discussion question for the class to consider, or 3) a written reflection on the applicability of a reading to students’ personal and professional experiences. These prompts will appear in Canvas. The purpose of the written reflections is for students to engage with the readings prior to class and to give students background information to fully participate in the in-class discussions and exercises. Students are asked to submit 10 reflections out of 12 opportunities during the semester. Each reflection is worth 5 points.

**Exams.** Students will complete three timed, in-class exams. Each exam will include three clinical vignettes. Students are asked to read each vignette and based on their review answer a three-part question, as follows.

Question 1a: What is the appropriate DSM-5 diagnosis? (5 points)
Question 1b: What is the criteria you used for diagnosis and what information from the vignette meets and supports the criteria? (15 points)
Question 1c: What are the best practice intervention options described in class and in readings that you would consider? Why are these the best options? (10 points)
Each exam will have 3 clinical vignettes and each vignette is worth up to 30 points. Exams will focus on specific diagnoses and are not cumulative. The following disorders will be covered in each exam:

Exam 1 will cover Specific Phobias, Separation Anxiety Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, Panic Disorder, and Obsessive-Compulsive Disorder.
Exam 2 will cover Tic Disorders, ADHD, Oppositional-Defiant Disorder, and PTSD.
Exam 3 will cover Anorexia Nervosa, Major Depressive Disorder, Persistent Depressive Disorder, Bipolar I Disorder, Bipolar II Disorder.

Class Preparedness. Students are highly encouraged to come to class ready to actively participate - active listening alone does not replace having read the weekly readings, posing questions, or responding to queries from the professor. Preparedness requires on-time attendance, active listening and participation in class. Therefore, students are expected to attend all class sessions and to participate in class discussions and exercises. This is a skill-building course and as such it will help students to be fully prepared to practice and learn in class. At the end of the semester students will provide a written, honest self-assessment of their level of preparation throughout the course. Students will use a rubric (provided on Canvas) to assess their preparedness. This assignment is worth 30 points.

A. Attendance, Class Participation, and Grading

Attendance at every class session is expected as is being an active participant during in-class activities and exercises. Much of your learning in this course will occur during our in-class time. Absences are detrimental to your final grade; two or more absences will reduce a student’s grade by one letter grade.

Grades are not a reflection of your value as a person or even your personal capacity. They are a reflection of the reality of balancing school with other responsibilities and of your level of effort. Grades also reflect the extent to which the content of a course fits with your existing knowledge and skills, which will vary from course to course. What is most important is that you are challenged and that you are ready to learn.

Grade Components

1. Weekly Written Reflections 50 points (each reflection is worth 5 points)
2. Exams 270 points (each exam is worth 90 points)
3. Attendance and participation 20 points
4. Class Preparedness 30 points

TOTAL 370 POINTS

Course Policy on Late Assignments

Late assignments (including homework and assignments) will not be accepted. Make-up of any class assignments require confirmed medical and/or legal documentation. Additionally, even if permission is granted to submit an assignment late or to present a project late, for any reason, that student will receive an automatic five (5) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

Course Grades

Each assignment listed above is an opportunity for students to show the degree to which they have mastered course content and the depth of critical thinking that they apply to the course material. Rubrics for each assignment are provided in Canvas so that students can see the elements that go into grading the various parts of the assignment. Students who show that they have a significantly advanced understanding of course content and who show that they have critically considered each topic and integrated it to the foundations and theories reviewed in class receive the highest marks.
Assignment due dates are listed on the syllabus (above) and on Canvas, along with the time each assignment is due. Late assignments are not accepted through Canvas or by email. For final grades, the points that students earn for each assignment will be added at the end of the semester and compared to the total points available. Number grades are converted to letter grades using the grading chart below:

<table>
<thead>
<tr>
<th>Number Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D&lt;</td>
<td>&lt;69%</td>
</tr>
</tbody>
</table>

For more information, please go to Grades in Academic Courses and in Field Instruction, Student Grievance procedures, and policy for grading in special circumstances.

**Extra Credit**

There are no extra credit assignments in this course. Please prepare and study accordingly so that you can do your best, the first time.

**Plagiarism**

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is each student’s responsibility to become familiar with the information presented at [http://www.lib.umich.edu/academic-integrity/resources-students](http://www.lib.umich.edu/academic-integrity/resources-students).

Plagiarism is representing someone else’s ideas, words, statements or works as one’s own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else’s work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one’s own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.
- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one’s own work without acknowledging that the text appears elsewhere (e.g. in a paper for another current or previous class).