1. Course Statement

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 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.

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).

Course Design

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

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.

Class Requirements

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 4

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.
Class schedule and course reading list posted in Canvas

Changes to the course schedule will be handled (e.g. whenever possible, alerts will come over email at least a week in advance; changes will be posted to canvas; etc).

Assignments

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) 8 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**: Specific Phobias, Separation Anxiety Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, Panic Disorder, and Obsessive-Compulsive Disorder.
- **Exam 2**: Tic Disorders, ADHD, Oppositional-Defiant Disorder, and PTSD.
- **Exam 3**: 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 10 of the 30 points of attendance/class/preparedness.

**Attendance and class participation**

In keeping with the [SSW Policy on Class Attendance](#), students are expected to attend all the live class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

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. Worth 20 of the 30 points of attendance/class/preparedness.

**Final Paper TBD**

**Grade Components**

1. Weekly Written Reflections 50 points
2. Exams 270 points (each exam is worth 90 points)
3. Attendance, participation & class preparedness 30 points
4. Final Paper 20 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:

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<thead>
<tr>
<th>Number Grade</th>
<th>Percentage</th>
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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>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D</td>
<td>&lt;69%</td>
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</tbody>
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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/academicintegrity/resources-students](http://www.lib.umich.edu/academicintegrity/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).

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. 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.

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](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