SW 612 Mental Health and Mental Disorders of Children and Youth

Fall 2005 Instructor: Gary Stauffer, CSW
Wednesday, 5:00 to 8:00 PM Phone: 944-2615—home
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Note: I do not monitor voice messages left at my assigned University phone number, please use email to communicate or call one of the numbers listed above.

Email: gas@umich.edu Office hours: (after class and by appointment)

I. Course Description

The focus of this course will be on mental health and mental disorders of children and adolescents. Topics will include the nature of diagnosis and the social, political, environmental, and historical influences that have shaped and mis-shaped thought on the topic. Treatment issues will be discussed including counseling and family interventions, school-based interventions, the role of psychopharmacology, and opportunities to impact the environmental factors that may initiate or maintain a disorder. The course will explore the benefit and limitations of the DSM IV TR as a classification system. Factors involving disability, race, social-economic status, ethnicity sexual orientation, and gender and the concept of mental disorders will be discussed.

II. Textbooks

Required Texts:


Recommended Texts:


Course Tools Resources:

Several supportive articles, excerpts from the DSM-IV TR, and class handouts can be found on the course tools site for this section of SW 612.
III. Course Objectives

Upon completion of this course, students will be able to:

- Recognize and understand the factors that contribute to making a diagnosis of common disorders of children and adolescents
- Understand the use and limitations of the current mental health classification systems
- Understand and be able to use interventions and strategies appropriate to particular disorders and adjustment problems.
- Understand the influence of prejudice, institutional processes, and social and cultural bias on the perception of, or intervention with, child and adolescent disorders.
- Recognize the distortions in judgment that can occur as a result of agency goals, societal and cultural influences, and gender, racial, social, economic, and personal history factors.
- Recognize and understand the interactional factors that contribute to the onset or maintenance of disorders or dysfunctions.

IV. Course Design and Format

The objectives of this course will be pursued through lectures, discussions, readings, case presentations, and other class participation. Interaction within the class about the material is intended to be a major catalyst for learning.

The mid-term and final examinations are also intended to be exercises in learning the material as well as tools for evaluation. Each exam will be followed by an in class review of the material.

Class attendance and participation is important and will be considered a factor in determining final grades. Students will be expected to take the initiative in notifying the professor of the time, date, and nature of any absence.

V. Course Requirements and Grading

1. Mid-term exam 40%
2. Final exam 40%
4. Participation 10%
5. Attendance 10%

NOTE: Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will try to honor that diversity among us.
Attendance is a requirement. Your grade will be affected negatively if you miss any classes without communication with the instructor. Missing the classroom interaction cannot be accommodated for in any way.

VI. Relationship of Course to Four Curricular Themes

- **Multiculturalism and Diversity** will be highlighted in the course through discussions of the incidence and prevalence of mental disorders and its relationship to gender and social class, and through discussion of culture, ethnicity, race, gender, and class as factors influencing mental health and mental disorders.

- **Social Justice and Social Change** will be addressed through discussion of the misapplication of mental health diagnoses and placements 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.

- **Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through discussion of factors that promote resiliency and positive adaptation.

- **Behavioral and Social Science Research** will be considered a foundation for the course concepts as the material presented will represent the current research on issues related to diagnostic distinctions, social and environmental influences, and biological predispositions, and behavioral, cognitive, and pharmacological interventions.

VII. Relationship of the Course to Social Work Ethics and Values

Ethical and value issues will be considered in every aspect of the course particularly as they relate to issues of personal, social, and institutional bias, the potential for ethical conflicts in making clinical decisions, and the conflicts inherit in dealing with the constraints of limited time or resources. Other issues discussed in the course will be the interface between the rights of children and the rights/responsibilities of their parents, issues of advocacy with and for children and adolescents, and understanding the limitations of the DSM IV TR and the medical model in understanding the whole child.
VIII. Schedule of Class Topics and Required Readings

#1 – September 7: Introduction to the course
- Overview of course including course expectations
- Creating a positive learning environment
- Overview of DSM-IV TR and IDEA classification systems
- Issues in Clinical Decision Making

Reading:
1. Wilmhurst: Chapter 1-3
2. Course Tools: DSM IV TR Classifications
3. Course Tools: DSM IV TR Multiaxial Diagnosis

#2 – September 14: Extremes of the continuum
- Disorders in Infancy and Early Childhood
- Schizophrenia and other psychotic disorders

Reading:
1. Course Tools: Grand Central: child development issues (recommended)
2. Course Tools: MacKenzie, Disordered Attachment (recommended)
3. Course Tools: DSM IV TR criteria for schizophrenia and other psychotic disorders
4. Course Tools: Thought Disorders handout

#3 – September 21: Mood Disorders
- Depression
- Bipolar disorder

Reading:
1. Wilmhurst: Chapter 6
2. Course Tools: DSM IV TR criteria for depression (pp
3. Course Tools: DSM IV TR criteria for bipolar disorder (pp
4. Course Tools: Papolos and Papolos

#4 – September 28: ADHD

Reading:
1. Wilmhurst: Chapter 4
2. Course Tools: DSM IV TR criteria for ADHD
3. Course Tools: Barkley, “Fourteen Principles”

#5 – October 5: Anxiety Disorders
- General anxiety disorders, separation anxiety, phobias, “school phobia”, selective mutism
- Obsessive Compulsive Disorder
Reading:
- Wilmhurst: Chapter 5
- Course Tools: DSM IV TR criteria for anxiety disorders (pp
- Course Tools: The Boy Who Couldn’t Stop Washing

#6 – October 12:  PTSD and Adjustment Reaction

Reading:
1. Wilmhurst: Chapter 13
2. Course Tools: DSM IV TR criteria for PTSD (pp
3. Course Tools: DSM IV TR criteria for adjustment reaction (pp

#7 – October 19:  Review and Mid-Term Exam

Reading: Wilmhurst, Chapter 14. Cultural Issues

#8 – October 26: Conduct Disorder
- Review mid-term examination
- Overview of the externalizing disorders
- Conduct Disorders

Reading:
- Wilmhurst: Chapter 8
- Course Tools: DSM IV TR criteria for conduct disorders (pp

#9 – November 2: Oppositional Defiant Disorder
- ODD compared to other externalizing disorders
- Collaborative Problem Solving Approach: Ross Greene

Readings:
- Course Tools: Ross Greene, chapters 1 & 2 of The Explosive Child
- Course Tools: DSM IV TR criteria for ODD

#10 – November 9: Pervasive Developmental Disorders
- Autistic Spectrum Disorders
- Aspergers Syndrome
- Sensory Integration issues

Reading:
- Wilmhurst: Chapter 11
- Course Tools: Waltz, Pervasive Development Disorders
- Course Tools: DSM IV TR criteria for autism and aspergers (pp
- Course Tools: Sensory integration hand-out

#11 – November 16: Substance Abuse Disorders and Risk/Resiliency Factors

Reading:
1. Wilmhurst, Chapter 10
2. Course Tools: DSM IV TR criteria for substance abuse disorders
3. Course Tools: Risk and resiliency factors

November 23 No Class, Thanksgiving Break

#12—November 30: Somatoform Disorders and Eating Disorders

Readings:
1. Wilmhurst, Chapter 7 and 9
2. Course Tools: DSM IV TR criteria for somatoform and eating disorders

#13—December 7: Cognitive Impairment and Learning Disabilities

- Course evaluations
- Short lecture regarding cognitive impairment and learning disabilities
- Final Exam

Reading:
1. Wilmhurst, Chapter 12
2. Course Tools: DSM IV TR criteria for mental retardation and learning disorders
3. Course Tools: IDEA definition of cognitive impairment and learning disabilities

# 14—December 14

- Review Final Exam
- Closure

No Additional Reading