HB 612 Mental Health and Mental Disorders of Children and Youth

Fall 2006
Wednesday, 5:00 to 8:00 PM
Office Room Number: 2764

Instructor: Gary Stauffer, CSW
Phone: 734-944-2615—home
    734-476-9176—cell

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 HB 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, experiential activities, collaborative groups, 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 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 are important and will be considered a major 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 (take-home, collaborative) 20%
2. Final exam (in-class, open-book, comprehensive) 20%
3. Four Three-Minute Reading Essays (5 points each) 20%
4. Four Case Example Evaluations (5 points each) 20%
5. Participation and Attendance* 20%

Three-minute reading essays:

Students will be required to write Three-Minute Reading Essays on four occasions during the course of the class. These essays are expected to demonstrate your understanding of the most salient information from the assigned readings. Each essay will be worth five points.
Case Examples:

Students will also be required to review four written case examples during the course of the class and write a one-page paper giving the most likely diagnosis along with a rationale for the diagnosis that refers to DSM-IV criteria and recommendations for best practice interventions.

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<td>Fail to turn in work</td>
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<td>Late, weak in one area: same as column 4</td>
<td>On time, but superficial in discussion &amp; understanding</td>
<td>Late: same as column 5</td>
<td>On Time, weak in one area: discussion of material or errors in understanding</td>
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<td>2. questions/understanding</td>
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<td>On time, but superficial in discussion &amp; understanding</td>
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<td>On Time: Weak in two areas</td>
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*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 strive 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 6: *Introduction to the course*
• Overview of course including course expectations
• Creating a positive learning environment
• Overview of DSM-IV TR and IDEA classification systems
• Definition of Emotionally Impaired
• Issues in Clinical Diagnosis with Children and Youth

#2 – September 13: *Disorders first diagnosed in Infancy and Early Childhood*
• Disorders covered in this class
  • Mental Retardation
  • Learning Disorders
  • Communication Disorders
  • Reactive Attachment Disorder
  • Munchausen’s by proxy: not a DSM-IV diagnosis
  • IDEA Classifications in general
• Disorders in this category that will NOT be covered
  • Feeding Disorders
  • Elimination Disorders
Disorders from this category that will be covered later in the course

- Pervasive Developmental Disorders: Sessions 5 and 6
- Attention Deficit and Disruptive Behavior Disorders (Conduct Disorder and Oppositional Defiant Disorder): Sessions 3 & 4

**First Three Minute Essay**

Reading:

- Mash and Barkley: pp. 11-38*
- Review DSM IV TR Classifications: Course Tools
- Read DSM IV TR Multiaxial Diagnosis: Course Tools
- Read Reactive Attachment Disorder, in DSM IV TR criteria for Disorders first diagnosed in Infancy and Early Childhood: Course Tools
- Course Tools: Grand Central: child development issues
- Course Tools: MacKenzie, Disordered Attachment

**#3 – September 20:** **Externalizing Disorders: ODD and CD**

- Overview of externalizing disorders
- Conduct Disorders
- ODD compared to other externalizing disorders
- Collaborative Problem Solving Approach: Ross Greene

Readings:

- Mash and Barkley: Chapter Three, pp 144-157*
- Course Tools: Ross Greene, chapters 1 & 2 of The Explosive Child*
- Course Tools: DSM IV TR criteria for ODD
- Course Tools: DSM IV TR criteria for conduct disorders

**#4 – September 27:** **ADHD and Best Practices for Externalizing Disorders**

- **First Case Example assignment due**

Reading:

- Mash and Barkley: Chapter 2, pp 75-97*
- Course Tools: Barkley, “Fourteen Principles”
- Course Tools: Multisystemic Treatment
- Course Tools: DSM IV TR criteria for ADHD
#5 – October 4: Autism Spectrum Disorders/Pervasive Developmental Disorders

- Second Three Minute Essay

Reading:
- Mash and Barkley: Chapter 9: 409-429*
- Course Tools: Waltz, Pervasive Development Disorders
- Course Tools: DSM IV TR criteria for autism and aspergers
- Course Tools: Sensory integration

#6 – October 11: Autism Video and Review for Mid-Term

- Second Case Example Due

#7 – October 18: Mid Term Due/ Mood Disorders

- Depression
- Bipolar disorder

Reading:
1. Mash and Barkley: Chapter Five: 233-245* and 262-268*
2. Course Tools: DSM IV TR criteria for Mood Disorders, Depression and Bipolar Disorders
3. Course Tools: Papolos and Papolos

#8 – October 25: Anxiety Disorders/ Review Mid-term

- Third Case Example assignment due

Reading:
- Mash and Barkley: Chapter Six: 279-302*
- Course Tools: DSM IV TR criteria for anxiety disorders
- Course Tools: The Boy Who Couldn’t Stop Washing

#9 – November 1: NO CLASS
#10 – November 8: Anxiety Disorders, continued/ PTSD

- Third Three Minute Essay

Reading:
- Mash and Barkley: Chapter Seven: 330-349*

#11 – November 15: Substance Abuse Disorders, Risk/Resiliency Factors, Adjustment Disorders

- Fourth Five Minute Essay

Reading:
1. Mash and Barkley: Chapter Four*
2. Course Tools: DSM IV TR criteria for substance abuse disorders

# 12 November 22 No Class, Thanksgiving Break

#13—November 29: Eating Disorders, Schizophrenia, Review for Final Exam

- Fourth Case Example assignment due

Readings:
1. Mash and Barkley: Chapter 15*
2. Course Tools: DSM IV TR criteria for eating disorders
3. Course Tools: DSM IV TR criteria for Schizophrenia

#13—December 6: Final Exam

# 14—December 13: Review Final Exam, Evaluations, and Closure