COURSE NUMBER: SOWO 801, Section 001 Monday 2:00-4:50
Room 300 TTK

COURSE TITLE: Child and Adolescent Health & Mental Health Spring, 2008

INSTRUCTOR:
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OFFICE HOURS: Monday 5:00 to 6:00 or by appointment on Mondays from 9:00 through 1:30.

COURSE DESCRIPTION: This course reviews theories and research that serve as a foundation for assessing and serving children with serious health problems, physical disabilities, and mental disorders.

EXPANDED DESCRIPTION: This is an Advanced Curriculum human behavior course that builds on normal human development taught in the prerequisite Foundation Curriculum human behavior course SOWO 103. Therefore, it is assumed that the student will be able to contrast developmentally typical behaviors with atypical behaviors found in mental disorders or that might result from a serious or chronic health condition, and to distinguish problems of living within a normal range from the difficulties children might experience in a physical or mental disorder. This course examines only those health and mental disorders that typically have an onset from birth to 18 years. While mental disorders are individually assessed, it is the perspective of this course that the impact of a mental disorder is experienced at least within the family and community. Additionally, there will be considerable effort throughout the course to examine how a particular diagnosis might be misunderstood and misapplied to vulnerable populations and how to avoid this practice. Assessing mental disorders puts clinicians in a powerful position with clients, a position fraught with ethical issues and potential dilemmas. Therefore, specific ethical content in this class will focus on topics related to: (a) determining whether a child really has a mental disorder or just a problem in living such as a developmental stage problem, (b) being sure that if the child is different from the majority population that such difference has been understood and appreciated rather than diagnosed, and (c) being sure that cultural content is considered objectively in the assessment process.

COURSE OBJECTIVES: The course will cover research and theoretical issues surrounding the psychosocial assessment and treatment of problems of health and mental health with the goal of assisting students to:
Articulate a generic formulation of disability and serious illness and a biopsychosocial perspective on disorders of childhood and adolescence

Understand the advantages, limitations and ethical implications of categorical and dimensional approaches to the diagnosis of common disorders of childhood and adolescence such as exemplified in the DC 0-3R, DSM IV-TR, the BASC and the CBCL.

Conceptualize the diagnosis and treatment of physical and mental disorders within a developmental framework that also involves consideration of culture, ethnicity, gender, sexual orientation, and socio-economic status.

Identify and differentiate the signs and symptoms of mental disorders that usually are first diagnosed in infants, children, and adolescents and interpret them ethically in the evaluation of social work clients.

Know the psychosocial and developmental implications of serious and life threatening acute or chronic illness for children, adolescents and their families.

Specific Course Objectives.
By the end of this course the student will be able to:

1. Demonstrate an understanding of the complex issues involved in defining both mental health and mental disorders;
2. Analyze the strengths and weaknesses of using the Diagnostic and Statistical Manual of Mental Disorders in assessment of children’s behaviors;
3. Appreciate and be able to use appropriately content on race, ethnicity, gender, age, socioeconomic status, sexual orientation, stage of development in the assessment of mental and emotional well-being;
4. Identify and differentiate the signs and symptoms of mental disorders that usually are first diagnosed in infants, children, and adolescents and apply them ethically to the evaluation of social work clients;
5. Recognize and appreciate the impact of a mental disorder not only on the life of the child who is experiencing it, but also on the family and community in which the child lives;
6. Recognize risk and resiliency factors associated with mental disorders; and
7. Demonstrate an understanding of the methodological basis of the genetic evidence in health and mental health and be able to articulate the ethical issues involved in sharing predictors with children and families.

REQUIRED TEXTS/READINGS:

The required text is available at the Health Affairs bookstore. Other required readings are listed by the class sessions and will be available either online or though instructor handouts, a few through the Blackboard website for the course (https://blackboard.unc.edu), or through e-
reserves. The DSM-IV-TR is recommended, but not required, for the course. The DC 03R will be a useful reference for very early childhood disorders.

TEACHING METHODS

A variety of formats will be used to help students master research, assessment, classification systems, and other information on physical and mental health. Students are expected to attend all classes and to be prepared to take part in discussions. Most classes will include a lecture or lecture/discussion component, and one or more reinforcement or application exercises (focused discussion, small or full group activity, video, case study discussion). Efforts will be made to make connections between this course and the foundation courses SoWo103 and 102.

The course starts with a discussion of definitions and conceptions of health and mental health. It then progresses through the most common mental health and health disorders of childhood and adolescence. Topics covered (not all in precise chronological order) are:

(a) Health and mental health of infants and toddlers;
(b) Mental retardation;
(c) Pervasive developmental disorders;
(d) Learning and communication disorders;
(e) Attention-deficit hyperactivity disorder;
(f) Behavior disorders;
(g) Anxiety disorders;
(h) Post traumatic stress disorder;
(i) Depression;
(j) Chronic physical illness;
(k) Maltreatment;
(l) Health and mental health issues in adolescence;
(m) Substance abuse.

For each disorder covered, the course will review what is known about the phenomenology of the disorder, its prevalence, risk factors, co-morbidity with other disorders, etiology and developmental course. Themes of the course that will be discussed in relation to each disorder include: the relationship between physical and mental health; the environmental vs. individual-based aspects of etiology, symptoms, and consequences; developmental influences on definitions and manifestations of disorder; cultural and gender factors; impact of an individual’s disorder on the family; and problem- vs. intervention-oriented assessment. Although this is not a practice course on treatment of childhood disorders, it does address questions of how theory and assessment provide insights for setting goals and designing programs of prevention and treatment.

GRADING

The School of Social Work uses an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H ranges from 94 - 100; a P is 80 - 93; an L is 70 - 79. The final grade will be determined as follows:
### Assignment and Points Toward Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Toward Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance, preparation &amp; contributions to discussions</td>
<td>13</td>
</tr>
<tr>
<td>6 Review Quizzes</td>
<td>42 (7 points per quiz)</td>
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<tr>
<td>Case Study Presentation</td>
<td>25</td>
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<tr>
<td>Final Examination</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**DESCRIPTION OF CLASS ASSIGNMENTS**

**Attendance, Preparation, and Participation.** This score is based on the amount and quality of participation in class discussions and exercises, and includes regular attendance. Attendance and participation will be assessed each class session. **NOTE:** If a student misses more than 2 class sessions for any reason, it will not be possible for the student to earn an “H” grade for the course.

**Review Quizzes.** There will be six short quizzes. The quizzes will be given at the beginning of class and will focus primarily on the material in the textbook — and especially instructor-prepared handouts — and will be related to the DSM-IV TR and other relevant criteria regarding incidence, prevalence, etiology and treatment considerations of disorders. Topics to be covered in the six quizzes are:

- Quiz 1 (February 11)  Issues in Contemporary Diagnosis of Child/Adolescent Disorders; Infant and Toddler & Mental Retardation Disorders
- Quiz 2 (February 25)  Pervasive Developmental Disorders, Learning and Communication Disorders
- Quiz 3 (March 10)  ADHD, ODD, Conduct/ Disruptive Behavior Disorders
- Quiz 4 (March 24)  Mood Disorders –Anxiety, Depression, Bipolar and Cyclothymic Disorders
- Quiz 5 (April 7)  Chronic Illness and Eating Disorders
- Quiz 6 (April 21) Post-traumatic Stress Disorder and Child/Adolescent Maltreatment

**Presentation.** Each student will be given a case study to work with. On his or her assigned presentation day, the student will present a 10-minute case summary to the class. Class members will offer ideas as to the appropriate 5-axis diagnoses based on the case summary. Then, the presenter will present his or her initial conclusions as to the 5-axis diagnoses and lead a discussion about them. The discussion should include a number of possible diagnoses (e.g., those that the presenter or class members considered or ultimately made), why some potential diagnoses were ruled out, and why one or more diagnoses emerged as most relevant. The discussion should cover all 5 axes, even those that do not appear to be involved (e.g., indicating v71.09 – no diagnosis). By the beginning of the following class, the presenting student will turn in a written summary and justification of the final diagnoses for the case based on his or her formulation and any changes made as a result of the class discussion if the class discussion leads the presenter to modify his/her assessment. The summary should have a cover page with the
student’s name, the case study name, and the honor code pledge. After the cover page there should be the 5-axis diagnosis using the Multiaxial Evaluation Report Form (posted on the course’s Blackboard website), followed by approximately 3-5 double-spaced pages of text justifying the diagnosis. No references are required. Further instructions and templates for the case summary presentation and write-up will be provided.

**Final Exam.** A final take-home essay exam will be handed out on the last day of class and will be due at noon on the day of the course’s university-scheduled final exam. Final exams may be submitted via attached files in email [PREFERRED] or in hardcopy by the due date. The instructor will confirm receipt of exams. Students are responsible for ensuring their exams have been received and should not assume they have been received until they receive confirmation.

**POLICY ON UNEXCUSED ABSENCES**
It is important and expected that students attend class and be on time. Attendance and participation contribute substantially to final grades. Absences may be excused by the instructor for illness or an emergency. Absences for other reasons (e.g., vacations, weddings or commitment ceremonies, continuing education opportunities, being behind at work or in other classes) may contribute negatively to the student’s final participation score. IN NO CASE CAN A GRADE OF “H” BE AWARDED IF A STUDENT MISSES MORE THAN 2 CLASSES. Students should request an excused absence before class, if possible, or as soon as possible after the absence if it was unanticipated. Because the class meets on Mondays, a call to the instructor at (919) 403-0349 by 9:00 a.m. on the day of absence may be the best way to notify about unanticipated absences. Students are responsible for obtaining from their classmates ALL announcements, instructional information, and handouts for class sessions they miss. Videos are an important part of the course content and may need to be checked out from Sarah Naylor or instructor for viewing if shown on the day of an absence.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**
Any request for a delay of any assignment must be discussed prior to the due date scheduled for the assignment, unless there is an unpredictable illness or emergency involved. Two options are available for late assignments: (a) an extended deadline may be approved with no penalty for an illness or emergency; or (b) an extended deadline may be given along with a late penalty for non-illness or non-emergency circumstances. A busy work schedule, vacation plans, a friend’s wedding or commitment ceremony, overlapping due dates with other coursework, last-minute printer or computer failures, unsaved files that were lost, etc., are circumstances for which an extension-with-penalty may be negotiated.

It is expected that all the requirements for the course will be met within the time allowed for the semester. If the student meets unavoidable obstacles to meeting that time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of Incomplete (INC) would be appropriate. University guidelines will be followed.

**POLICY ON ACADEMIC DISHONESTY**
Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. Any questions about what constitutes academic dishonesty should be discussed with the instructor. Not knowing that a behavior constituted
dishonesty does not absolve a student from responsibility. Most likely, the whole class will benefit from any questions a student has about academic dishonesty, so don’t be afraid to ask. Students can also refer to the *APA Publication Manual (5th Ed.)*, the School of Social Work *Manual*, and the School of Social Work *Writing Guide* (available on the School’s website) for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. **Hardcopy assignments should contain a signed pledge, stating, “I have neither given nor received unauthorized aid in preparing this work.”** Emailed assignments should include the pledge in type. In keeping with the UNC-CH Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be make to the Office of the Student Attorney General for investigation and further action as required. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
The instructor will make any necessary and appropriate accommodations for students with disabilities. To obtain disability-related academic accommodations, students with disabilities must contact the instructor and the Department of Disability Services as soon as possible. The Department of Disability Services can be reached at 919-962-8300 (Voice/TDD) or [http://disabilityservices.unc.edu](http://disabilityservices.unc.edu).

READINGS AND COURSE OUTLINE

Week 1/January 14): Introduction to Health and Mental Health and Contemporary Issues in Diagnosis of Child/Adolescent Disorders; Assessment Tools for Diagnosis; Capacities of Infants, and Approaches to Fostering Infant Attachment.
Introduction to opposing approaches to health and mental health and themes of the course.
Students are encouraged to read (or start reading) the first chapter of the Mash/Barkley text if possible. Videos related to infant capacities will be shown in class. Sign-up for case study presentation dates. Instructions for presentation assignments.

N.B.: No class on January 21, Martin Luther King’s birthday holiday.

Week 2/January 28: Heath and Mental Health of Infants & Toddlers
The developmental systems perspective. Early development and psychological functioning; Failure to thrive, Other feeding disorders, Feeding and elimination disorders; Attachment disorders; Separation anxiety; Infant mortality, Prematurity.

Assigned Reading:
Peterson, L., Reach, K., Grabe, S. (2003). Health-related disorders. Chapter 16 (pp.716—749 in Mash, E. J. & Barkley, R. A. Read the sections on the following topics; NOFTT, pp. 719-721; Phenylketonuria, pp. 723-724; Elimination Disorders, pp. 725-727; and Sleep Disorders, pp. 727-729)

Corresponding DSM-IV-TR Readings (optional):

Week 2/ February 4: Mental Retardation – etiology, classification, & health and mental health issues

Assigned Reading:

**Corresponding DSM-IV-TR Readings (optional):**

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**Week 3/ February 11: Pervasive Developmental Disorders**  
Autistic disorder, Rett’s disorder, Asperger’s disorder, and Childhood disintegrative disorder.  
*Quiz 1 on disorders of infancy and toddlerhood and mental retardation. Case presentations.*

**Assigned Readings:**  

Go to the following website: [http://www.autism-society.org/](http://www.autism-society.org/) Click on “Understanding Autism” (at the top of the page); Read the links “What is Autism,” “Education,” and “Living with Autism” and be prepared to discuss.

**Corresponding DSM-IV-TR Readings (optional):**  

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**Week 4/ February 18: Learning and Communication Disorders**  
*Case presentations.*

**Assigned Reading:**  

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**Week 5/ February 25: Disruptive Behavior Disorders: 1) Attention-Deficit Hyperactivity Disorder**  
Theory and models, diagnosis, culture. *Quiz 2 on pervasive developmental disorders; learning and communication disorders. Case presentations.*

**Assigned Readings:**  

**Corresponding DSM-IV-TR Readings (optional):**

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**Week 6/ March 3: Disruptive Behavior Disorders: 2) Oppositional Defiant Disorder and 3) Conduct Disorder** Definitions, etiology, trajectories, comorbidity, and outcomes of behavior disorders.  
*Case presentations.*

**Assigned Readings:**

**Optional Readings:**

**Corresponding DSM-IV-TR Readings (optional):**

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**Week 7/ March 10: Mood Disorders --Anxiety**
Generalized anxiety disorder, OCD, specific phobia, social phobia, panic disorder.  
*Quiz 3 on behavior disorders: attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder. Case presentations.*

**Assigned Readings:**

**Corresponding DSM-IV-TR Readings (optional):**

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**Week 8/ March 17: Mood Disorders --Major depression, dysthymia, bipolar and cyclothymic disorders. Case presentations.**

**Assigned Readings:**


**Corresponding DSM-IV-TR Readings (optional):**

*Case presentations.*

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**Week 9/ March 24: Chronic Physical Illness and its Effects on Individuals and Families**
Common chronic illnesses, obesity; chronic illness and schools. *Case presentations.*

*Quiz 4 – Mood disorders (anxiety, major depression, dysthymia, bipolar and cyclothymic disorders)*

**Assigned Readings:**


American Lung Association. (2003). Childhood asthma overview. Available at:
http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=22782#normal


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**Week 10/ March 31: Health and Mental Health Issues in Adolescence: Eating Disorders, Violence, Sexuality. Case presentations.**

**Assigned readings:**


Week 11/ April 7: Child/Adolescent Maltreatment.
Case presentations. **Quiz 5 on Chronic Physical Illnesses, Eating Disorders, Violence & Sexuality**

Assigned readings:

Week 12/ April 14: PTSD and Child maltreatment
Video and instructor handouts
Readings:

Week 13/ April 21: Substance Abuse. **Quiz 6: PTSD and Child Maltreatment.** Final exams distributed. Course Review and Celebration!

Assigned Readings:

**Corresponding DSM-IV-TR Readings (optional):**
GENERAL STUDY GUIDE (Topic specific guides will be prepared by instructor for each unit):

Test your knowledge of each disorder by asking yourself the following questions:

A. Symptoms/Phenomenology. What are major features or symptoms of this disorder?
B. Diagnostic Criteria. What is required to receive a DSM-IV diagnosis for this disorder?
C. Prevalence. What is the prevalence of the disorder? Are there differences in prevalence depending on such factors as gender, age, ethnicity or SES?
D. Etiology. What is known about the etiology of the disorder? (To what extent are biological, social, familial, genetic, experiential or environmental factors important in etiology? Does the disorder co-occur with some other disorder?)
E. Risk factors and protective factors associated with the disorder. What biological, developmental, and environmental factors are predictive of the disorder? What factors prevent the disorder in the presence of risk factors?
F. Developmental course. What is the typical age of onset? Is this a persistent or continuous disorder? What is the natural or developmental course of this disorder? Does it recede on its own or change in form or intensity over time?
G. Prevention. Are there steps that can be taken to lower the incidence of this disorder or reduce its disruptiveness?

Think about how the following specific themes of the course relate to each disorder:

What is the relationship between physical and mental health in this disorder?
What are the environmental vs. individual-based aspects of etiology, symptoms, and consequences of this disorder?
What developmental factors affect definitions and manifestations of disorder?
How do symptoms, prevalence, and consequences of the disorder differ for children and adolescents from different cultural and gender groups; and do institutionalized discrimination and prejudice have a role in these differences?
What is the impact of an individual’s disorder on the family?
Are existing assessment tools for the disorder primarily problem-oriented or intervention-oriented?