Course: SOWO 841: Child Mental Health: Theory & Practice

Semester: Fall 2009

Course website: Blackboard

Location and Time: TTK Building room 500, Mondays from 9-11:50 am

Instructor: Joelle D. Powers Ph.D., MSW
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Aaron Thompson, MSW
School of Social Work
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Course Description:
This course presents knowledge and theories from various disciplines to understand mental health and well-being in children and their families with an emphasis on gaining practice skills.

Course Objectives:
Upon completion of the course, students will:

1. Apply concepts and theories from biology, psychology, sociology, and other disciplines to understand child development and disorders common to this age group;
2. Demonstrate how matters such as ethnicity, culture, poverty, education, sexual orientation, and geography affect children and their families, and their relevance for assessment, treatment, and case supervision and management;
3. Describe the relationship between child development and practice models in use with children and their families;
4. Articulate key diagnostic, treatment, and prevention issues associated with the mental health care needs of children and their families;
5. Apply evidence-based social interventions designed to strengthen parent-child relationships;
6. Examine child mental health social work practice in a variety of direct practice setting and systems, including child welfare;
7. Explain the continuum of care represented by the child mental health service network;
8. Understand the legal framework in which children and their parents/caregivers seek treatment and the implications of this framework for practice;
9. Demonstrate competence in professional documentation and communication of clinical material.

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 trajectory. DSM-IV criteria are examined for each disorder. Finally, the course will identify important theory that can guide practice in terms of assessment, goals, and designing/implementing effective programs of prevention and treatment.

Required Texts:
- Supplemental readings are available on Blackboard or through UNC libraries databases.
- Additional supplementary readings may be recommended or assigned at the discretion of the instructor.

Accommodations for Students with Disabilities
Students with disabilities, which affect their participation in the course, should notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered. Accommodations and services are provided by Disability Services (Voice/TDD 962-8300; 966-4041). Learning Disability Services (962-7227) provides supportive services for students with learning disabilities and attention-deficit/hyperactivity disorders.

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. All written assignments should include the following signed pledge: “I have neither given nor received unauthorized aid in preparing this written work.”

Policy on Unexcused Absences
Attendance and participation points obtained through the weekly quizzes contribute substantially to final grades. Students missing 3 classes (or more) may receive an L for the course, because it is not possible to meet course requirements for learning objectives with that level of absenteeism. Students are responsible for obtaining from their classmates ALL announcements, instructional information, and handouts for class sessions they miss.

Policy on Incomplete and Late Assignments
A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete.

Late assignments are strongly discouraged. In case of a dire, life-threatening emergency, a late assignment may be accepted at the discretion of the instructor. If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and
another 10% reduction will occur each day (including weekends).

**Teaching Methods**
Class sessions will include a combination of lecture, discussion, videos, student/guest presentations, and activities.

**Assignments and Guidelines**
All written assignments must be typed and follow APA format. Several writing resources are posted on the website. Students should also refer to the following:

**Weekly Quizzes.** Each class session will begin with a quiz on the assigned readings for that session and course material covered in the previous class. This is how attendance and participation are graded for this course thus they cannot be made up at a later time. Students can refer to class notes, handouts, and assigned readings while taking the quizzes. Quizzes will comprise 30% of your overall grade.

**Case Study Presentation and Write Up.** Each student will be responsible for presenting a case study to the class and leading a 15 minute discussion on diagnosis of the case (multiaxial assessment) and critical components/issues for treatment. One week after the presentation, the 3-5 page write up of the case, diagnosis and implications for practice will be due. This assignment is worth 30% of the course grade. Detailed instructions and a grading rubric for the presentation and write up are provided on Blackboard.

**Final Exam.** For the final exam you will write a 5-7 page paper in which you describe a client including the presenting problem/symptoms and a multi-axial assessment. You will then identify and describe a relevant theory and explain how the theory guides your intervention with the client. The goals and course of treatment (therapy/intervention) will be described in depth. The final is worth 40% of your total course grade, and is due on December 7. Detailed directions and a grading rubric are available on Bbd.

**Assignments and Course Performance Assessment:**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Case Presentation/write-up</td>
<td>30%</td>
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<tr>
<td>Final Exam/Paper</td>
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<td>Course Total</td>
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**Grading System:**

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<td>&lt;69</td>
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<td>70 - 79</td>
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<td>80 - 93</td>
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<td>94 - 100</td>
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Course Outline

Week 1: August 31 - Introduction to Course

Assignments:
- None

Readings:
- None

Week 2: September 14 - Child MH Assessment & Treatment

- DSM and Multiaxial Assessment
- Power
- Client & Family
- Context and Setting
- Interventions: EBP vs. Promising Practices

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 1 and 19

Week 3: Infant Mental Health: Feeding Disorders and RAD - September 21

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 9 and 12

Week 4: Behavior Disorders- September 28

Assignments:
- Quiz

Readings:
Sadock & Sadock (2009). Ch. 8

Week 5: Pervasive Developmental Disorders - October 5

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 6

**Week 6: Tic Disorders - October 6

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 10

Week 7: Mental Retardation and Elimination Disorders - October 19

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 2 and 11

Week 8: ADHD- October 26
Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 7

Week 9: Mood Disorders - November 2

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 14

Week 10: Anxiety Disorders- November 9

Assignment:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 15

Week 11: Learning & Communication Disorders (Services in Schools) - November 16 (Guest Speaker)

Assignments
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 3 & 5
**Week 12: Medication - November 23**

Assignments:
- In lieu of class and quiz, please watch the online video listed below and write a 2 page summary and reflection. Be sure to identify implications for your practice.
- Special Assignment
  - Video: The Medicated Child

**Week 13: Early Onset Schizophrenia - November 30**

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 16

**Week 14: Motor Skills & Stereotypic Movement Disorders - December 7**

Assignments:
- Quiz

Readings:
- Sadock & Sadock (2009). Ch. 4 & 13
- Final exam due
Sowo 841: Case Study Assignment Description and Grading Rubric

For this assignment each student will be responsible for presenting a case study to the class and leading a 15 minute discussion on diagnosis of the case (multiaxial assessment) and critical components/issues for treatment. One week after the presentation, the 3-5 page write up of the case including diagnosis and implications for practice will be due. This assignment is worth 30% of the course grade.

Case Presentation:
- The case study presentation is worth 10% of your grade and is due on the date you signed up for. Present the case information that was provided to you by the instructor (this should take no more than 5 minutes). Stick to the facts, and don’t give hints about your diagnosis.
- Class members will complete a Multiaxial Evaluation Form and turn in it after your initial presentation. Please bring enough copies for the class.
- Lead a discussion about the possible diagnoses. Ask class members what they think the best Axis I (or II) diagnosis is and why. Ask how they ruled out other possible diagnoses.
- Present your multiaxial diagnosis and defend it or consider modifying it based on the input of the class.
- Identify major issues for treatment consideration and discuss critical components for your practice with this case (type of interventions, setting for treatment, and important individuals to be involved).
- Your case presentation and discussion should not exceed 15 minutes total.

Case Write-Up:
The written summary is worth 20% of your overall grade and is due at the beginning of class the week after your presentation. The 3-5 page stapled paper should include the following:

1. A cover page with your name, date, the case study name, and your honor pledge.

2. A completed Multiaxial Evaluation Form. The form does not have to be typed, but should be neat.
   - Focus on current presenting problems when making a diagnosis
   - Only include details most relevant for understanding or treating the disorder

3. Present your diagnostic summary and justification. This should include:
   - A discussion of one or more diagnoses that were partly supported by the case information (or other diagnoses related to your diagnosis)
   - Identify the diagnosis (or diagnoses) that emerged as the best choice(s) for each Axis
     - Provide supporting evidence for each of the DSM-IV criteria
     - Mention any additional case study information or details that would have strengthened your diagnosis or your confidence in the diagnosis.

4. Identify major issues for treatment consideration (setting, overall goals, who will be involved in treatment, etc.) and discuss critical components for your practice with this case.
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<tr>
<th>Case Study Presentation &amp; Write-up Rubric</th>
<th>Points</th>
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<tr>
<td>Case Presentation</td>
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<tr>
<td>Multiaxial evaluation form</td>
<td>5</td>
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<tr>
<td>Diagnostic summary and justification</td>
<td>5</td>
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<tr>
<td>Treatment consideration and critical components</td>
<td>10</td>
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</table>
For the final exam you will write a 5-7 page paper in which you describe a client including the child’s presenting problem/symptoms and a multi-axial assessment. You will then identify and describe a relevant theory (that helps to explain cause and treatment) and explain how the theory guides your intervention with the client. The goals and course of treatment (therapy/intervention) will be described in depth. The final is worth 40% of your total course grade, and is due on December 7.

The paper should consist of the following sections:

1. **Client’s Presenting Problem & Diagnosis**: This should include brief description of client history and current functioning/symptoms. Include your diagnosis and a Multiaxial assessment. (5 points)
2. **Etiological Theory**: Describe a theory that helps to explain the cause and/or function of the mental health problem. Identify how this theory guides treatment with the client. (10 points)
3. **Goals and Intervention**: List treatment goals and describe an empirically supported intervention (1 or more) likely to promote mental health for the client. Be sure to include information about previous effectiveness of the intervention, the intervention setting(s), and critical participants and their roles in treatment. Finally, identify any major barriers that could potentially impede the success of the treatment and describe your precautions against those effects. (20 points)
4. **References and Writing**: Your paper should be based on at least 6 professional journal readings (readings other than those assigned during the semester). (3 points). Your paper should be clearly written, void of basic grammatical errors and presented in APA format. (5 points)