I. Purpose and Description

This is the third elective course in the Human Behavior in the Social Environment (HBSE) sequence. The course builds upon the previous two HBSE courses and is designed to provide a framework of knowledge and skills necessary to practice with vulnerable children, youth, and their families.

The course will begin with an overview of the principles of developmental psychopathology. The course focuses on the growing body of research on resilience and protective influences that can foster growth throughout the lifespan and within the cultural contexts of the child and family. The course will also focus on identifying risk factors that put children and youth at risk for emotional and behavioral disorders.

Throughout the course we will focus on the challenges of children who are negatively impacted by their environments, and children who are faced with neurobiological and psychological difficulties. Specific behavioral disorders (e.g., autism spectrum disorders, oppositional defiant disorder, ADHD, PTSD, learning disabilities, anxiety, depression, etc.) that emerge from infancy through adolescence will be covered.

Prerequisite: SW 619: Human Behavior and the Social Environment, Part I
SW 620: Human Behavior & the Social Environment, Part II

II. Learning Outcomes/Competencies

The Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS) competencies (2015), learning outcomes, and the method of assessment (in parentheses) addressed for this course are listed below.

After completing this course, the student will be able to:

EPAS 1 – Demonstrate Ethical and Professional Behavior

- Apply ethical principles and professional social work values in the practice with vulnerable children. [class discussions, case study paper]
  
  California Social Work Education Center (CALSWEC) Practice Indicator (CP 1.3)

- Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in ethical contexts. [class discussions; case study paper]
EPAS 2 – Engage in Diversity and Difference in Practice
- Develop an awareness of the individual, historical and societal variables that affect one’s ability to work effectively with diverse individuals, families, and communities. [exam; case study paper]

California Social Work Education Center (CALSWEC) Advanced Competencies (CA 4.1)
- Consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations, and communities. [exam, case study paper, presentation]

California Social Work Education Center (CALSWEC) Practice Indicator (CP 4.2)
- Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice. [exam; papers]

EPAS 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Utilize knowledge of human behavior theory and advocacy to promote social and economic justice for vulnerable child populations. [exams; case study paper, presentation]

EPAS 4 – Engage in Practice-Informed Research and Research-Informed Practice
- Assess research literature to guide, evaluate, and improve practice with vulnerable child populations. [case study paper]

EPAS 5 – Engage in Policy Practice
- Identify and assess changes in policy that affect child welfare practice for vulnerable children. [class discussions; exams]

EPAS 6 – Engagement with Individuals, Families, Groups, Organizations, and Communities
- Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for vulnerable child clients from diverse backgrounds. [case study paper]

III. Required Texts and Readings

Required texts:


Other required texts:

Additional readings will include some peer reviewed journal articles, information on Internet websites, and selected chapters from a variety of sources.
IV. Course Assignments

A. Assigned Readings and Exams - 25% each – Total = 50%

Assigned readings are listed in the course outline. Students are expected to study all assigned readings, whether or not they are discussed in class. There will be two exams: (a) Midterm Exam on October 26, 2017; and (b) Final Exam on December 14, 2017. Each exam will consist of 50 multiple choice questions focusing on theoretical knowledge, key concepts and principles covered in the required readings in the two textbooks and other assigned readings. A Study Guide will be distributed before each Exam.

B. Analysis of the Developmental Impact of a Risk Factor– 50%

The purpose of this assignment is to provide opportunity for students to integrate knowledge obtained from course material taken from the Child Development textbook by Davies (2011) and the Abnormal Psychology textbook by Mash and Wolfe (2016). The assignment involves examining a DSM-5 clinical disorder that presents risk factors that have the potential to impair the psychosocial development of children, and discussing its implications for treatment. The paper will be due at the beginning of class on November 30, 2017. No soft (email) copy of the paper will be accepted. See Appendix A for additional details regarding the assignment.

V. Grading:

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and in accordance with the School of Social Work Grading Policy for the Graduate Program. For each assignment (and the Final Grade for all assignments) the following grading scale will be utilized:

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<tr>
<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-64</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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</table>

As documented in the SDSU School of Social Work grading policy, the instructor will determine grades in accordance with the following guidelines:

1. Grades of A or A- are reserved for student work that not only demonstrates very good mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B+ is given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment.
3. A grade of B is given to student work that meets the basic requirements of the assignment. It
denotes that the student has done adequate work on the assignment and meets the basic
expectations of the course.

4. A grade of B- denotes that a student’s performance was less than adequate on an assignment,
reflecting only a moderate grasp of content and/or expectations.

5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or
several significant areas requiring improvement.

6. Grades between C- and F denote a failure to meet minimum standards, reflecting serious
deficiencies in a student’s performance on the assignment.

The final grade is derived from assignments based upon the following formula:

- Midterm Exam 25%
- Analysis of the Developmental Impact of a Risk Factor 50%
- Final Exam 25%

I. Course Policies

University Policies

SDSU Faculty Senate Disability Policy: All syllabi must include the Senate Disability Policy: If you are
a student with a disability and believe you will need accommodations for this class, it is your
responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt
of your accommodations, you should contact Student Disability Services as soon as possible. Please note
that accommodations are not retroactive, and that accommodations based upon disability cannot be
provided until you have presented your instructor with an accommodation letter from Student Disability
Services. Your cooperation with this is much appreciated.

Accommodation for Religious Observances: Students will be allowed to complete examinations or
other requirements in advance of a religious observance. However, it is the student’s responsibility to
contact me in advance so that I can make the necessary arrangements.

Academic Misconduct: Academic misconduct is an act in which a student seeks to claim credit for the
work or efforts of another without authorization or citation. Uses unauthorized materials or fabricated data
in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or
damages the academic work of others, engages in conduct aimed at making false representation of a
student's academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated
according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic
misconduct, including plagiarism infractions, will be reported to the SDSU Office of
Student Rights and Responsibilities as is mandated by the CSU Chancellor. If you are unsure as to what is
plagiarism: Students can take the 30-minute pre- and postonline quiz: SDSU Plagiarism: The crime of
intellectual property by SDSU librarian Pamela Jackson, found at:

Professor Barragán’s Course Policies

A. Attendance, Participation, and Professionalism

A. Attendance: Students are expected to come to class on time, sign the attendance sheet, and attend the entire class session. Regular attendance demonstrates student commitment to learning and is necessary to gain full benefit from the course. When missing class, please obtain notes from another student, download PowerPoint slides and handouts from Blackboard, and/or seek out video material presented in class (e.g., YouTube videos).

Students need to notify the instructor via email prior to class if they need to miss class, arrive late, or leave early. Absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, unavoidable commitments) will be excused (so long as proper notice is given). Unexcused Absences: Missing class without proper notification (see above) will be considered an unexcused absence. Two or more unexcused absences will result in the final letter grade being lowered by ½ letter grade (e.g., from B+ to B).

B. Teaching Methods. Course objectives will be addressed through the instructors’ lectures, class discussion of required readings, small discussion groups, dyad exercises, videos/DVDs, and YouTube videos. Interactive experiential exercises (e.g., role plays, case studies/presentations) provide opportunities for students to increase clinical skills, enhance self-awareness, and clarify personal and social work values. Small group exercises may involve student collaboration in completing Internet research on contemporary topics related to direct social work practice. Active participation in the experiential exercises will enable students to develop case management and clinical skills and incorporate these in their field placement.

Students are expected to read and study all assigned readings prior to class, incorporate critical thinking, and actively contribute to class discussions (without monopolizing). Students take responsibility for their own learning by contributing material drawn from their field placements and/or social work related jobs (e.g., case examples, ethical dilemmas encountered) relevant to topics covered in class, as well as sharing resources such as Internet websites. Sharing work related experiences directly related to the course helps create a supportive classroom environment and enhances learning for all students.

Professionalism is expected in class, including showing respect for the instructor and classmates, and collaborating in creating a safe, interactive, and intellectually stimulating classroom environment. This includes refraining from doing other work in class, passing notes, or engaging in side conversations. Laptops, tablets, and smart phones are to be used for note taking and class-related Internet searches. Do not engage in texting, checking Facebook or Twitter and/or answering emails while in class. Please turn off cell phones or place them on vibrate during class. Not adhering to these guidelines is distracting to others and can interfere with the learning environment in the classroom.

C. NASW Code of Ethics:
1. **Academic Standard:** The NASW Code of Ethics is an academic standard at the SDSU School of Social Work. The norms of this course support the principles of the Code of Ethics including maintaining client confidentiality, treating one’s colleagues with respect, and being honest in written work.

2. **Confidentiality and best interests of clients.** Students are expected to maintain the confidentiality of client cases discussed in class by changing all client names and identifying information (without changing the salient dynamics of the case). They should be careful not to contribute unintentionally to myths about mental illness and disability and avoid using language that labels people or equates them with the conditions they have (e.g., “a schizophrenic,” “a borderline,” or “the disabled”) or language that implies at the person as a whole is disordered (e.g., “disabled persons,” “an ADHD child,” “a learning disabled child”). Terminology used should preserves the integrity of the person (e.g., “an individual diagnosed with schizophrenia,” “an individual diagnosed with borderline personality disorder,” “people with disabilities,” “a child diagnosed with Attention Deficit Hyperactivity Disorder,” “a child who has a learning disability”).

3. **Confidentiality of Classmates:** Students should keep confidential private information disclosed by classmates (except when such information qualifies as a limitation to confidentiality [i.e., threat to self and/or safety of others]). If they encounter a situation involving the impairment of a classmate, they should follow the guideline established in the NASW Code of Ethics (i.e., first communicate their concern to the classmate). If the classmate is unwilling to seek help, the student may consider contacting someone who can take action and provide resources (i.e., the instructor and/or Graduate Advisor).

4. **Self-care.** A limited number of counseling sessions are available free of charge at SDSU Counseling and Psychological Services to any student who wishes to access them. Various support and coping skills groups are also available. The Graduate Advisor can interface with SDSU Counseling and Psychological Services to obtain an appropriate therapist for a student (i.e., a staff member as opposed to a student intern) if the student wishes. Confidentiality of the student will be strictly protected.

5. **Honesty/Integrity.** The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1996, Approved 1999, Ethical Principles & Section 4.04). Demonstrating honesty and integrity entails avoiding all forms of academic misconduct including: cheating, plagiarizing, stealing course examinations, asking another student to sign the roll for them when they are not going to be attending class, falsifying data, violating copyright laws, and/or intentionally assisting another individual in any of those actions. (See University policy on academic misconduct discussed above).

C. **Instructionally Related Policies**

1. Exams must be taken on the date they are scheduled (*October 26, 2017 [Midterm] and December 14, 2017 [Final]*), unless students have an unavoidable commitment and have made prior arrangements. If illness or other extenuating circumstances prevent students from taking an exam
on the scheduled date, they should immediately email the instructor. If the reason for absence meets criteria for an excused absence (see Attendance Policy above), the instructor will negotiate another time for the student to take the exam.

2. **Late Assignments:** The instructor expects that students will submit the Analysis of the Developmental Impact of a Risk Factor assignment on or before the deadline, **November 30, 2017**. Students should contact the instructor immediately (by email) if unforeseen circumstances arise that cause them to be late on an assignment. If the instructor agrees the circumstances justifiably prevented a student from completing the assignment, the student may negotiate an extended time frame for completing the work. If the paper is late for any reason other than a verifiable emergency, but has been discussed with the instructor prior to the due date, the grade for the student will be reduced by one grade level (e.g., from A to A-, or A- to B+), and a new due date will be established. The penalty for lateness will be increased to one full letter grade (three grade levels - e.g., from A to B) if the student still fails to turn in the assignment by the extended due date. The instructor may choose not to accept a paper that is more than 2 weeks late, and the student would then receive a zero for the assignment.

3. **Grade of “Incomplete.”** This may be granted on rare occasions (e.g., severe illness, family emergency), provided the student meets the criteria established by University and School of Social Work policies: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion. University policy dictates that an Incomplete must be made up within one calendar year following the end of the term in which it was assigned, or the grade will be converted to an F.

4. **Communication with the instructor:** The instructor will use Blackboard to send emails to students notifying them of documents posted on Blackboard and/or updates to course assignments. Students are responsible for assuring they are registered in the course and their current email is listed on the Blackboard system. Students requiring assistance on Blackboard may contact the Blackboard Help Desk at [http://its.sdsu.edu/bbsupport/](http://its.sdsu.edu/bbsupport/).

5. **Office hours:** The instructor will be available by appointment. The instructor encourages students to schedule appointments when necessary. The instructor also welcomes questions from students via email (see contact information on the heading of this syllabus).

6. **Course outline.** The following course outline lists the required and recommended writings of the course and due dates for assignments. The course outline is subject to changes throughout the semester, including changing the order of topics covered in class, assigning other required readings, and/or deleting or changing due dates of assignments.
## II. Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics of Discussion</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Introduction to Normal and Abnormal Behavior in Children and Adolescents</strong></td>
<td><strong>Required Reading:</strong>  &lt;br&gt; <strong>Davies text:</strong>  &lt;br&gt; Introduction to Part 1, pp. 3-6  &lt;br&gt; <strong>Mash and Wolfe text:</strong>  Introduction to normal and abnormal behavior in children and adolescents, pp. 1-18</td>
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<tr>
<td>8-30-17</td>
<td>&lt;br&gt;- Introduction to Course (objectives of course, readings, course assignments)</td>
<td>&lt;br&gt;- Ethical Issues in Working with Children and Adolescents  &lt;br&gt; Ethical Issues  &lt;br&gt;- DSM-5: Psychological Disorder  &lt;br&gt;- Competence  &lt;br&gt;- Developmental Pathways</td>
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<td>&lt;br&gt;- Alternative Perspectives (Movie)</td>
<td>&lt;br&gt;- Other Required Readings:  Adolescent Consent Toolkit, pp 25-30 and 33-36. Posted on Blackboard</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>Risk and Protective Factors</strong></td>
<td><strong>Davies text:</strong>  &lt;br&gt;- Ch. 3: Risk and protective factors, pp. 60-104  &lt;br&gt;- Ch. 4: Analysis of risk and protective factors: Practice applications, pp. 105-123</td>
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<tr>
<td>9-07-17</td>
<td>&lt;br&gt;- Individual, Family, and Community</td>
<td>&lt;br&gt;- Mash and Wolfe text  &lt;br&gt;- Ch. 1: Introduction to normal and abnormal behavior in children and adolescents, pp. 18-26</td>
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<td>&lt;br&gt;- Resilience</td>
<td>&lt;br&gt;- Other Required Reading:  &lt;br&gt;<a href="http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf">http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf</a></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Theories and Causes</strong></td>
<td><strong>Required Reading:</strong>  &lt;br&gt; <strong>Davies text:</strong>  &lt;br&gt;- Ch. 1: Attachment as a context for development, pp. 7-38  &lt;br&gt;- Ch. 2: Brain development, pp. 39-49  &lt;br&gt;- Introduction to Part II, pp. 127-130</td>
</tr>
<tr>
<td>9-14-17</td>
<td>&lt;br&gt;- Biological Perspectives  &lt;br&gt;- Neurobiological contributions (brain development)</td>
<td>&lt;br&gt;- Mash and Wolfe text  &lt;br&gt;- Ch. 2: Theories and causes, pp. 27-54</td>
</tr>
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<td></td>
<td>&lt;br&gt;- Psychological Perspectives</td>
<td>&lt;br&gt;- Other Required Reading:  &lt;br&gt;- Adult Attachment Interview  &lt;br&gt;<a href="http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf">http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf</a></td>
</tr>
</tbody>
</table>
### Week 4  
**9-21-17**

**Assessing Children and Adolescents**
- Purposes of Assessment
  - Clinical interviews of children
  - Behavioral assessment
  - Psychological testing
- Interventions and Cultural Considerations:
  - Play Therapy
  - Bibliotherapy
  - Art activities
  - Cultural Formulation Interview

**Required Readings:**
- **Mash and Wolfe text**
  - Ch. 4: Assessment, diagnosis, and treatment, pp. 82-123

**Other Required Readings**
- [http://www.multiculturalmentalhealth.ca/clinical-tools/cultural-formulation/](http://www.multiculturalmentalhealth.ca/clinical-tools/cultural-formulation/)

**Recommended Reading**
- **Mash and Wolfe text**
  - Research, pp. 55-81

### Week 5  
**9-28-17**

**Infants and Toddlers**
- Infant Development
- Working with Infants and Their Parent(s)
- Toddler Development
- Working with Toddlers and Their Parent(s)

**Required Reading:**
- **Davies text:**
  - Ch. 5: Infant development, pp. 131-162
  - Ch. 6: Practice with infants, pp. 163-184
  - Ch. 7: Toddler development, pp. 185-224
  - Ch. 8: Practice with toddlers, pp. 225-250

### Week 6  
**10-05-17**

**Neurodevelopmental Disorders**
- Intellectual Disability
  - Defining features
  - Developmental course and adult outcomes
  - Causes
  - Prevention, education, and treatment
- Autism Spectrum Disorder
  - Defining features
  - Core deficits
  - Associated characteristics
  - Prevalence and course
  - Causes
  - Treatment
- Child Onset Schizophrenia

**Required Reading:**
- **Mash and Wolfe text**
  - Ch. 5: Intellectual Disability, pp. 124-155
  - Ch. 6: Autism Spectrum Disorder and Child Onset Schizophrenia, pp. 156-194

**Other Required Readings:**
- **DSM-5:** Review sections on:
  - Intellectual Disability, pp. 33-41
  - Autism Spectrum Disorder, pp. 50-59
| Week 7 10-12-17 | **Dynamics of Childhood Trauma**  
• Trauma defined  
• Social and emotional consequences of trauma – ACE study  
• Risk factors:  
  o Child sexual abuse  
  o Child physical abuse  
  o Domestic violence  
  o Child neglect  

**Required Reading:**  
*Mash and Wolfe text*  
• Ch.12: Trauma and Stressor Related Disorders, pp. 400-440

**Other Required Readings:**  
• Terr, L. (1991). Childhood trauma, pp. 10-20 (article to be loaned by Dr. Rasmussen)

| Week 8 10-19-17 | **Preschool Children**  
• Preschooler Development  
• Working with Preschoolers and their Families  
  • Trauma and Stressor Related Disorders:  
    o Reactive Attachment Disorder  
    o Acute Stress Disorder  
    o Post-traumatic Stress Disorder  
    o Dissociative Disorder  
  • Treatment for Childhood Trauma  
    o Trauma Informed Care  
    o Trauma Outcome Process Assessment Model  
    o Trauma Focused CBT  

**Required Reading:**  
*Davies text:*  
• Ch. 9: Preschool development, pp. 251-303  
• Ch. 10: Practice with preschoolers, pp. 304-326

**Other Required Readings:**  
• Rasmussen (2012). Trauma Outcome Process Assessment (TOPA) model, pp. 63-80 (article posted on Blackboard)  
• DSM-5: Review sections on:  
  o Trauma- and Stressor-Related Disorders, pp. 265-290  
  o Dissociative Disorder, pp. 291-307

| Week 9 10-26-17 | **Middle Childhood**  
• Middle Childhood development  
• Working with School Age children and their Families  
  **Neurodevelopmental Disorders:**  
  • Communication and Learning Disorders  

**MIDTERM EXAM**

**Required Reading:**  
*Davies text:*  
• Ch. 11: Middle childhood development, pp. 327-383

**Mash and Wolfe text**  
• Ch. 7: Communication and Learning Disorders, pp. 195-226

**Other Required Readings:**  
• DSM-5: Review sections on:  
  o Communication Disorders, pp. 41-49  
  o Learning Disorders, pp. 66-74
| Week 10 11-02-17 | **Neurodevelopmental Disorders:**  
**Attention-Deficit Hyperactivity Disorder**  
o Core characteristics  
o Associated characteristics  
o Accompanying psychological symptoms  
o Prevalence and course  
o Theories and causes  
o Treatment: Medication, Behavior Management, Psychotherapy | **Required Readings:**  
**Davies text:**  
- Ch. 12: Practice with school age children, pp. 384-414  
**Mash & Wolfe text:**  
- Ch. 8: Attention Deficit Hyperactivity Disorder (ADHD), pp. 227-266  
**Other Required Readings:**  
- DSM-5 – review section on ADHD, pp. 59-65 |
| Week 11 11-09-17 | **Externalizing Disorders:**  
**Conduct and Oppositional Defiant Disorders**  
- Conduct Disorder and Oppositional Defiant Disorder (ODD)  
o Defining features  
o Associated characteristics  
o Accompanying disorders and symptoms  
o Prevalence, gender  
o Causes  
o Treatment | **Required Readings:**  
**Davies text:**  
- Conclusion, pp. 415-419  
**Mash & Wolfe text:**  
- Ch. 9: Conduct Problems, pp. 267-309  
**Other Required Readings:**  
- DSM-5 – review section on: Disruptive, Impulsive-Control, and Conduct Disorder, pp. 461-480 |
| Week 12 11-16-17 | **Internalizing Disorders:**  
**Depression and Bipolar Disorders**  
- Areas to Consider in Assessment:  
o Theories of Depression  
o Causes of Depression  
o Depression and the brain  
o Depressive signs and symptoms  
o Self-harming behaviors  
o Screening tools for Depression  
- Depressive Disorders:  
o Major Depressive Disorder  
o Persistent Depressive Disorder  
o Disruptive Mood Dysregulation Disorder  
- Bipolar Disorder  
o Causes of Bipolar  
o Bipolar Disorder and the brain  
o Bipolar signs and symptoms  
o Treatment: Medication and Psychosocial Interventions | **Required Reading:**  
**Mash & Wolfe text:**  
Ch. 10: Depressive and Bipolar Disorders, pp. 311-354  
**Other Required Readings:**  
- DSM-5: Review sections on:  
o Bipolar and Related Disorders, pp. 123-154  
o Depressive Disorders, pp. 155-188 |
| Week 13 11-23-17 | **THANKSGIVING HOLIDAY – No Class** |
### Week 14
**11-30-17**

#### Internalizing Disorders: Anxiety and Obsessive-Compulsive Disorders
- Description of Anxiety Disorders:
  - Panic Attack / Agoraphobia
  - Separation Anxiety Disorder
  - Social Phobia
  - Generalized Anxiety Disorder
  - Obsessive Compulsive Disorder
- Associated Characteristics
- Theories and Causes
- Screening tools for Anxiety
- Treatment of Anxiety Disorders
  - Medication
  - Psychotherapies and Anxiety

#### Health Related Disorders
- Sleep-wake disorders
- Elimination Disorders
- Chronic illness (diabetes, cancer)

#### DUE:
Analysis of the Developmental Impact of a Risk Factor

**Mash & Wolfe text:**
Ch. 11: Anxiety and Obsessive-Compulsive Disorders, pp. 355-399
Ch. 12: Health Related Disorders, pp. 441-466

**Other Required Readings:**
- DSM-5 – review sections on:
  - Anxiety Disorders, pp. 189-233
  - Obsessive-Compulsive Disorders, pp. 235-264
  - Feeding and Eating Disorders, pp. 329-354
  - Elimination Disorders, pp. 355-360
  - Sleep-Wake Disorders, pp. 361-422

### Week 15: 12-07-17

#### Adolescent Development
- Adolescent Substance Use Disorders
  - Substance use (continuum)
  - Prevalence and course
  - Causes
  - Treatment and prevention
- LGBTQ Youth
- Feeding and Eating Disorders
  - How eating patterns develop
  - Obesity
  - Eating Disorders (Anorexia Nervosa, Bulimia Nervosa)

**Required Readings**
**Mash & Wolfe text:**
Ch. 12: Adolescent Substance Use Disorders, pp. 467-474
Ch. 13: Feeding and Eating Disorders, pp. 476-505

**Other Required Readings:**
- DSM-5 – review sections on:
  - Substance-Related and Addictive Disorders, pp. 461-570
  - Feeding and Eating Disorders, pp. 329-360

### Thursday 12-14-17
**FINAL EXAM**
Appendix A
Analysis of the Developmental Impact of a Risk Factor
Lucinda A. Lee Rasmussen, Ph.D., LCSW & Silvia A. Barragán, LCSW
Fall Semester 2017

The purpose of this assignment is to provide opportunity for students to integrate knowledge obtained from course material taken from the Child Development textbook by Davies (2011) and the Abnormal Psychology textbook by Mash and Wolfe (2016). The assignment involves examining a DSM-5 clinical disorder that presents risk factors that have the potential to impair the psychosocial development of children, and discussing its implications for treatment. Please consider the following guidelines as you complete this assignment:

Description of DSM-5 Clinical Disorder

1. Provide a brief introduction that tells why you decided to study this particular DSM-5 clinical disorder.

2. Identify the core diagnostic features of the DSM-5 clinical disorder—do not use bullet points.

3. Analyze the prevalence of the disorder in the society at-large. What is the typical age of onset? What differences exist for gender and ethnicity? Is there a differential diagnosis related to this disorder? If so, what is it and why?

4. Summarize the possible causes of the DSM-5 clinical disorder. What developmental or practice theory (or theories) might best explain the causes?

5. For each stage of child development (i.e., infancy, toddlerhood, preschool, and school-age), discuss the following:
   a. What signs and symptoms of the DSM-5 disorder are commonly seen? If the age of onset of the disorder is at a later stage of development (i.e., preschool), describe signs or symptoms that might be precursors for the disorder later on. For example, PTSD is not diagnosed until the age of 6. What might be signs and symptoms seen in an infant or toddler (who has been traumatized) that might be precursors?
   b. Describe the risk factors for impaired psychosocial development that may be associated with having the DSM-5 clinical disorder?
   c. Describe the implications of the DSM-5 disorder for treatment. Identify a practice model for treating a child that has the disorder and describe two intervention strategies that could be used. What ethical issues might be encountered in the treatment? What cultural factors need to be considered, and how would you tailor the treatment to address them? How would you integrate the Cultural Formulation Interview in assessing the cultural factors?

6. Identify a resource in San Diego County (or a publication) that would be helpful to children who have the DSM-5 clinical disorder. Give your rationale as to why you think the resource would be helpful. Give identifying information for the resource. For example, for a community resource, give name, address, telephone number, contact person, cost of service, composition of staff, and note type of
agency (private or public, profit or nonprofit, etc.) For a publication (i.e., book, game, videotape, or Internet), give title, author, publisher, cost, where book or videotape can be obtained, etc. For a website, give the Internet address.

7. Conclude your paper by briefly discussing what you learned from this assignment and how you plan to incorporate what you learned into your practice of social work with children and families.

Format

1. The page limit for the paper is 6 pages.

2. The Analysis of the Developmental Impact of a DSM-5 Clinical Disorder should be well organized, with no typing, grammatical, or spelling errors. The paper should follow the stylistic guidelines suggested by the sixth Edition of the APA manual (2009). It should be typed double-spaced in 12-point font (e.g., Times New Roman or other proportional font), with 1-inch margins and accurate levels of APA headings (use Levels 1, 2, and 4). The paper must have a title page with running head, and an abstract following the guidelines in the APA manual (i.e., no more than 150 words, includes purpose of paper, sources used in the assessment, and brief statement of findings).

3. In addition to the Davies, and Mash and Wolfe textbooks, you should cite at least 8 references from the professional literature. Citation of references (on the reference list and in the text) must follow APA guidelines. All references on the reference list need to be cited in the text of the paper. References should be primarily from scholarly books or journal articles. Please limit use of Internet websites.
Bibliography


