

University of Pennsylvania
School of Social Policy and Practice
Social Work Program

SWRK 773-001 - Mental Health Challenges with Children and Adolescents

Instructor:

Office:

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I. COURSE DESCRIPTION

This course will be an opportunity for the student and the instructor to explore specific contemporary mental health challenges seen in childhood and adolescence which if identified and treated effectively can possibly prevent exacerbation into adult psychopathology. There are some psychopathological challenges that are unique to childhood and some which can manifest themselves throughout childhood into adolescence and adulthood. The social worker/practitioner will encounter a wide range of symptomatic presentations among his/her clients. At this time in the fields of clinical social work, psychology, psychiatry, and psychotherapy there are numerous frameworks available to the practitioner to aid in an understanding of symptoms in children and adolescents. During the next several weeks different conceptual frameworks will be articulated, frameworks that will elucidate the possible meaning, origin and/or function of the symptoms and offer to the student a vocabulary with which to engage the situation.

At the turn of the 19th century into the 20th century, psychoanalysis emerged in Europe as a method of understanding symptoms from the point of view of internal conflict within the child or adolescent. After World War II in the USA, a model of understanding symptoms from a systemic/cybernetic point of view revolutionized the diagnostic processes involved in working with children and adolescents. Since the late 1980's postmodern ideas, primarily from Europe and Australia, have greatly influenced and informed the understanding of psychopathology in children and adolescents. Narrative, social constructivist and linguistic usage patterns have become a common vocabulary in the discourse on psychopathology. This course is not intended to be a reading of the history of child psychopathology. It is intended to expose the student to the select influential paradigms in the field of child psychopathology.

This is a "free elective" that builds on knowledge of human behavior over the life cycle gleaned from the two HBSE courses. SW 602 and SW 612 and the foundation practice courses, SW 604 and SW 614. It continues to sensitize students to populations at risk and those affected by racism, sexism, and other forms of oppression learned across the foundation curriculum. It informs social work practice with children and adolescents in a variety of settings and practice roles.

The student will gain an understanding of the various situations which lead to the development of symptoms in childhood and adolescence. The textbook is organized around symptoms, and gives recent, thorough and insightful information. Each chapter in the textbook is written by a different author who has significant expertise on the topic. Each chapter in the textbook gives a very comprehensive research and statistical profile of the problem being presented. The CANVAS group of readings contain a wider range of readings representing, in most cases, the primary sources of some of the most influential thinkers and practitioners of psychotherapy with children and young people. Reading the original authors provides the students with a view not available from reading the commentators. The readings in CANVAS cover a period from 1908 to 2006. This range represents an attempt to allow the voices of several different schools over a period of one hundred years to speak. The readings do not privilege the present or most current writers. Rather, the readings allow the earlier and more current voices to speak in their own manner. The student will be invited to read and engage with the material in order to grasp the thinking of the author/practitioner as well as to understand the intellectual and historical context from which the ideas emerged.

II. CLASS FORMAT

1. Knowledge of child and adolescent development is critical in arriving at a therapeutic plan that fits the young person. The lecture will include developmental challenges of certain ages of children and young people and the phenomenology underlying particular symptoms.
2. Many classes will have a short film or videotape which has been chosen because the content enhances the topic. Some of the films and videotapes are historic, perhaps not movie theater quality, but clearly demonstrative of and informative about particular concepts. Most of these films and videotapes have influenced generations of practitioners.
3. Discussion of the topic, readings, and films or videotapes will be encouraged in every class.

III. COURSE OBJECTIVES

By the end of the course students will:

1. Gain solid understanding of psychopathology in childhood and adolescence. This includes the developmental, psychosocial, and social conditions which contribute to the emergence of symptoms in young people.
2. Obtain a developmental and systemic perspective in understanding and treating challenging contemporary child and adolescent mental health issues.
3. Become familiar with seminal writings in the field of child psychopathology and how these readings have influenced social work with children.
4. Understand the significance of race, gender, class, and ethnicity as well as other aspects of the socio-cultural context in the development and/or construction of certain symptoms.

IV. COURSE EXPECTATIONS

Students are expected to engage in the readings and contribute to discussions in the class.

Written Expectations; There will be several brief reflection papers that will be assigned during the semester. After a period of readings and course lectures the topics will be clearly explicated.

Grading:

Class participation: 40%: students are expected to show up and are encouraged to ask questions, express associations, and share their own point of view.

Paper #1: 30%: At the mid-term of the semester, a clinical vignette will be given to the class.

The students will draw from the readings and class material and develop an explication of the vignette.

Paper #2: 30%: The students will be given a second clinical vignette. They will draw from the material of the entire course in an explication of the vignette.

V. READINGS

1. All readings for the course are available on CANVAS.
2. Recommended: although not a required text and most often available at agencies:
Diagnostic and Statistical Manual of Mental Disorders DSM-V, American Psychiatric Association, 2013.

VI. FILMS AND VIDEOTAPES

Several class sessions will include a film or videotape that illustrates the topic under discussion. Many of these films are historic and have had, and continue to have an influence on conceptualization of child psychopathology and intervention with children, adolescents and families.

CLASS SESSIONS AND READINGS

8/30/2017: First Class

1. The first class will present the conceptual foundations for the course. Psychodynamic, systemic, and narrative conceptualizations of “psychopathology” in childhood will be demonstrated.
2. An overview of the course content and readings
3. The expectations for the student will be delineated in the first class.

Film: “The Amazing Newborn” 1974

9/6/2017: Overview of Development and Disorders in Infancy and Early Childhood

Readings:

1. “Perspectives and Approaches to Infancy” The Interpersonal World of the Infant, Daniel Stern, Basic Books, 2000, p. 13-35
2. “The Concept of Developmental Lines” Anna Freud, Psychoanalytic Study of the Child Vol. 18, 1963, p. 245-265
3. “The Question of Family Homeostasis” Don Jackson, M.D., American Psychiatry Assoc. 1954

Film: Grief: A Peril in Infancy: Rene Spitz, 1947

9/13/2017: Manifestations of Anxiety in Childhood: Separation Anxiety, Reactive Attachment Disorder

Readings:

1. “A Study of the Separation-Individuation Process” Psychoanalytic Study of the Child, M. Mahler Vol. 27, 1972, p. 403-423
2. Child Psychopathology, 2nd Edition, 2003, Mash and Barkley, p. 279-329 and 372-408.
3. “On the Differentiation of Self” in Family Therapy in Clinical Practice, Murray Bowen, Aronson Press, 1983, p. 467-528.

Film: “Separation/Individuation” Margaret Mahler, 1977

9/20/2017: Autism: Autistic Spectrum Disorders, Asperger’s, Pervasive Developmental Delay

Readings:

1. “Autistic Disorder”, Klinger, Dawson and Renner in Child Psychopathology, Mash and Barkley, Guilford, 2003. P. 409-454
2. Diagnostic and Statistical Manual of Mental Disorders (DSM V)
3. “Disorders of Relating and Communicating”: 0-3 Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood. p. 40-51.

Videotape: 3 ½ Year Child with Severe Delays: in a consultation room with parents and Dr. Greenspan

9/27/2017: Attention Disorders: Attention Deficit and Disruptive Behavior Disorders

Readings

1. Diagnostic and Statistical Manual of Mental Disorders (DSM V)
2. “Attention-Deficit/Hyperactivity Disorder”, Russell A. Barkley in Child Psychopathology, 2nd Edition, Guilford, 2003
3. “Early Latency: Normal and Pathological Aspects” Erna Furman, In The Course of Life: Psychoanalytic Contributions toward Understanding Personality Development, Vol. II, ed. Stanley Greenspan, National Institute of Mental Health, 1980, p 1-32.

10/4/2017 and 10/11/2017: Oppositional Disorders and Aggressive Disorders: Conduct Disorders.

65-70% referrals of children and adolescents to public agencies are due to aggressive behaviors. In these two classes, the phenomena of aggression in children ages 2-6, 7-12 and 13-18 years old will be discussed. Consideration of socio-cultural influences in this area will be emphasized: minority children and adolescents are too frequently labeled as oppositional.

Readings

- 1). Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003, p 144-199.
- 2) Diagnostic and Statistical Manual of Mental Disorders (DSM-V)
- 3) “Oppositional Defiant Disorder” by Rock hill, Collett, McClellan, and Speltz in Handbook of Preschool Mental Health, edited by Joan Luby, Guilford Press, 2006 p 80-114

Videotape: “Cody” 7 year old male with severe aggression in consultation with his mother, brother and social workers in the home.

10/18/2017: Post Traumatic Stress Disorder and Anxiety Disorders

Readings

1. “A General Approach to Treatment of Post- Traumatic Stress” Van Der Kolk, A McFarlane, B. Van Der Hart, in Traumatic Stress, B. Van Der Kolk, A Mc Farlane, Guilford Press, 1996.
2. “The Body Keeps the Score” B. Van Der Kolk, in Psychological Trauma, American Psychiatric Press, 1987
3. “Anxiety Disorders” in Psychodynamic Diagnostic Manuel: BDM Task Force, Alliance of Psychoanalytic Organizations, 2006, p 323-328
4. “Childhood Posttraumatic Stress Disorder” Kenneth Fletcher, Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003 p 330-371

10/25/2017: Depression and Suicide in Childhood and Adolescence

Readings:

1. "Childhood Mood Disorders" Constance Hammen and Karen Rudolph in Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003, p 233-278
2. "Intrafamily Dynamics in Emotional Illness" in Family Therapy in Clinical Practice Murray Bowen, M.D., Jason Aronson, 1985, p 103-116.

Video: "Z": A ten year old male who attempted suicide: in Consultation with his family and therapist

11/1/2017: Schizophrenia and Psychotic Disorders

Readings:

1. "Childhood-Onset Schizophrenia", Asa Row and Asarnow, in Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003, p 455-485.
2. "The Affective Climate in Families with Psychosis" (1969) in The Strength of Family Therapy: The Selected Papers of Nathan Ackerman, Brunner/Mazel, 1982. p 395-431.
3. "Toward a General Model of Psychotic Family Games", Selvini Palazzoli, Journal of Marital and Family Therapy, 1989, Vol 12.
4. "Towards a Theory of Schizophrenia", Bateson, Jackson, Haley and Weakland, Journal of American Psychiatric Association, 1956, p 251-264.

Film: "In and Out of Psychosis", Nathan Ackerman, 1959. 15 year old adolescent female with parents and therapist in consultation room.

11/8/2017: Substance Abuse

Readings:

1. "Adolescent Substance Use Disorders", Chassin, Ritter, Trim and King in Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003. p.199-232.
2. "Addictive/Substance Use Disorders" in Psychodynamic Diagnostic Manual: Alliance of Psychoanalytic Organizations, 2006, p. 138-142.
3. "A View of Human Systems As Linguistic Systems: Some Evolving Ideas about the Implications for Theory and Practice" Harlene Anderson and Harold Goolishian: Journal of Psychotherapy, 1988, p 115-131.

Film: Reflecting Processes: Dialogues About Dialogues. Tom Andersen, 1995

- 1) "Deconstruction and Therapy" Michael White in Dulwich Center Newsletter 1991.

11/15/2017: Health-Related Disorders: The Impact of Chronic Illness on Child and Adolescent Psychopathology

Readings:

1. "Health Related Disorders" Peterson, Reach and Grabe, in Child Psychopathology, Mash and Barkley, 2nd Edition, Guilford, 2003, p 716-749.
2. "Toward a Psychosocial Typology of Chronic and Life Threatening Illness" by John Rolland M.D. in Journal of Family Systems Medicine, 1984 p 245-262.
3. "The Role of Bodily Illness in the Mental Life of Children" Anna Freud, 1952

11/29/2017: The Impact of Death on Children and Adolescents

Readings:

1. "Children's Reaction to the Death of Important Objects", Humberto Nagera in The Psychoanalytic Study of the Child, 25, 1970 p. 360-400.
2. "The Child's View of Death", Maria Nagy, Journal of Genetic Psychology 73, 1948 p. 3-27.
3. "Family Reaction to Death", Murray Bowen, M.D. in Family Therapy edited by Phillip Guerin, Gardner Press, 1976 p 335-348
4. "Mourning and Melancholia", Sigmund Freud, 1917, in Collected Works of Sigmund Freud, ed. Ernst Jones, Harper Publishing, 1954.

12/6/2017: THREE CASE PRESENTATIONS; 3 social work practitioners from the Philadelphia community will present an example of their current or recent work with a child, adolescent and/or family. 3 different styles of practice; 3 experienced practitioners.

***Statement on Academic Integrity:* Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/> .**