

Fall 2020

CE 651 Syllabus: Diagnosis and Psychopathology of Children and Adolescents

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Recommended Citation

Miyakuni, Rieko, "CE 651 Syllabus: Diagnosis and Psychopathology of Children and Adolescents" (2020).
Counselor Education Syllabi. 10.
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Winona State University Counselor Education Department CE 651: Diagnosis and Psychopathology of Children and Adolescents Semester Hours: 3		
Course Location	This class meets face-to-face/hybrid on Thursdays, August 27 through December 3, 2020, 5:00 to 8:00 PM, via Zoom CE 651 Zoom Room: https://minnstate.zoom.us/j/409481465 Meeting ID: 409 481 465 Passcode: 186598	
Instructor	Rieko Miyakuni, Ed.D. LPC(IL), NCC	
Instructor Phone & E-Mail	507-457-5352 rieko.miyakuni@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Helble Hall 348 GPS address: 101 E. 7 th St. Winona	
Instructor Office Hours:	Zoom Office hours (https://minnstate.zoom.us/j/502348915): Tuesdays & Thursdays 12pm to 5pm In person office hours: By appointment	

I. COURSE DESCRIPTION

- The purpose of this course is to introduce students to the etiology and classification of mental disorders in children and adolescents as defined by the **Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)**. Students will learn to utilize diagnostic information to facilitate the initiation and implementation of case management strategies, treatment plan development, and therapeutic intervention with children and adolescents seeking/receiving mental health counseling services

II. COURSE PREREQUISITES

Prerequisite: Admission to the CED Program. Grade only. Offered annually.

III. COURSE OBJECTIVES

Students who complete this course will:

- demonstrate proficiency and familiarity with a range of clinical applications of assessment, case conceptualization, mental status, and interviewing techniques working with children and adolescents. (Sec II. 5.g., 7.b.; Sec V-C. 3.a.)
- demonstrate knowledge of the concepts of abnormal and typical behaviors and common diagnostic categories for children and adolescents including mental disorders, psychopathology, and developmental disorders. (CMHC 2009 c4, g1., K1-5, L1-3)
- differentially diagnose the range of disorders within the DSM-5 by using DSM-5 criteria, explaining their respective etiology, and recommending effective treatment plans for these diagnoses of children and adolescents. (Sec II. 3.c., 3.d., 5.h., 7.e., 7.i.; Sec V-C. 2.b., 2.c., 2.d., 2.e., 2.f., 2.g.)
- competently provide a conceptual framework for understanding complex clinical information within a biopsychosocial framework. (Sec V-C. 1.c.)

5. identify current effective research-supported treatments for specific DSM-5 and disorders relevant to the children and adolescent population. (Sec II. 5.h.; Sec V-C. 3.a., 3.b.)
6. critically evaluate the DSM-5 and cultural meaning of psychopathology within the context of race, gender, sociocultural, sociohistorical, and economic influences. (Sec II. 2.e., 3.c., 3.d.)
7. identify and appreciate the strengths and limitations of various models and approaches to mental status assessment, diagnostic interview methods, and case formulation. (Sec II. 5.g., 5.h., 7.e., 7.i.)
8. know how to assess crisis and trauma situation of children and adolescents. (CMHC 2009 – d6, k3., l3)
9. comprehend treatment modalities, placement, criteria, and the range of referral sources as well as the importance of the inclusion of family in treatment. (CMHC 2009, c2., c5., c8., h4., k2., g2)
10. develop an awareness of how co-morbidity and family dynamics frequently complicate clinical presentation and significantly influence outcomes.
11. Demonstrate competence in screening for and clinical managing substance use, suicidal ideation, homicidal ideation, danger to self and others, grave psychiatric impairment. (Sec II 5i, 7c and 7d)

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Two Required Textbooks:

CE 651 (Please make sure to purchase access code to **Mindtap**)

Disorders of Childhood: Development and Psychopathology, 3rd Edition (6 months)

Robin Hornik Parritz; Michael F. Troy

ISBN-10: 1337283738

ISBN-13: 9781337283731

Digital Access + Print

MindTap 1 Term (6 Months) + Loose-leaf

ISBN-10: 1337574945

ISBN-13: 9781337574945

MindTap 1 Term (6 Months) + Bound Book

ISBN-10: 1337574872

ISBN-13: 9781337574877

American Psychiatric Association (APA) (2013). *Diagnostic and statistical manual of mental disorders*, (5th ed.). Washington, DC: Author

- **Additional reading materials and resources posted on the related course D2L page.**

Recommended:

Morrison, J., & Flegel, K. (2016). *Interviewing children and adolescents: Skills and strategies for effective DSM-5 diagnosis* (2nd ed.). New York, NY: Guildford Press

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2007). *Tough kids cool counseling: User-friendly approaches with challenging youth*. Alexandria, VA: American Counseling Association

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 651 are included.

CACREP 2016						
CACREP 2016		Location of Evaluation				
Section 2 Professional Counseling Identity		LOs	Attendance, Attitudes, Participation	Reading/MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	10	x	x		
2.e.	the effects of power and privilege for counselors and clients	2, 6, 9	x	x	x	
2.f.	help-seeking behaviors of diverse clients	6		x	x	x
3.c.	theories of normal and abnormal personality development	2, 3, 6		x	x	x
3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	8, 1, 7		x	x	x
5.h.	developmentally relevant counseling treatment or intervention plans	3, 5, 7, 9		x		x
5.i.	development of measurable outcomes for clients	11				x
7.b.	methods of effectively preparing for and conducting initial assessment meetings	1			x	x
7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	11			x	
7.d.	procedures for identifying trauma and abuse and for reporting abuse	2, 10, 11			x	x
7.e.	use of assessments for diagnostic and intervention planning purposes	3, 7, 9, 11			x	x
7.i.	use of assessment results to diagnose developmental, behavioral, and mental disorder	2			x	x
7.j.	use of environmental assessments and systematic behavioral observations	3, 7			x	x
7.k.	use of symptom checklists and personality and psychological testing	2			x	x
8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	5	x	x	x	x
CACREP 2016						
CACREP 2016		Location of Evaluation				
Section 5-C [CMHC]		LOs	Attendance, Attitudes, Participation	Reading/MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
1.c.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	4	x	x	x	x
1.d.	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	2, 10	x	x	x	x
1.e.	psychological tests and assessments specific to clinical mental health counseling	1			x	x
2.b.	etiology, nomenclature, treatment referral, and prevention of mental and emotional disorders	2, 3, 9	x	x	x	x
2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	3, 9	x	x	x	x

2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	3			x	x
2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	2, 3			x	x
2.f.	impact of crisis and trauma on individuals with mental health diagnoses	3, 8	x	x	x	x
2.g.	impact of biological and neurological mechanisms on mental health	2, 3	x	x	x	x
3.a.	intake interview, mental status examination, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	1, 4, 8			x	x
3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	1, 4, 8			x	x
CACREP 2016		Location of evaluation				
Section 5-G [SC]		LOS	Attendance, Attitudes, Participation	Reading/ MindTap	DSM-5 Dis. & Interview Presentation	Written Diagnostic Report
2.e.	School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	8	x	x	x	x
2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	11	x	x	x	x
2.h.	common medications that affect learning, behavior, and mood in children and adolescents	12			x	x
2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in home where substance use occurs	10, 11	x		x	x
3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	10			x	x

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture / Discussion
- Case presentations with instructor and peer feedback
- Case studies and responses to structured exercises
- Use of technology and media including video-recordings, films, and PowerPoints
- Modeling
- Internet-based learning
- Reflective self-evaluation

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
2-6, 8-11	Attendance, Attitudes, Participation	Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i	8 Live Class Meetings: Aug. 27, Sep. 10, Sep. 24, Oct. 8, Oct. 22, Nov. 5, Nov. 19, Dec. 3	10 points each x 8 (80)
1-8, 10	Assigned Readings, Videos, and MindTap	Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.	Every week Earned points/Total possible MindTap Assignments Points (%) x 100 = your final points	(100)
4,6	Article Review/Discussion Leader	Core: 2.d., 2.e., 2.f., 8.a., CMHC: 2.b., 2.e. SC: 2.g., 3.h.	Assigned starting at week 5 (3 rd Zoom meeting)	(25)
1-5, 7-11	DSM-5 Disorders & Assessment Interview Presentation	Core: 2.f., 3.g., 7.b., 7.c., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a. CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.	DSM-5 Disorder & Assess. Interview Group Presentations: Starting at week 9 (5 th Zoom meeting)	(50)
1-5, 7- 11	Written Diagnostic Report	Core: 2.f., 3.c., 3.g., 5.h., 5.i., 7.c., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a. CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g., 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.	11:59 pm Saturday, December 5 th	(50)
				305

A. Description of Assignments

1. Attendance, Attitudes, and Participation (10 points each class x 8)

Attendance and participation in classroom activities are essential in order for students to gain full benefit from this course. Students are expected to attend all class sessions and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussion. If you know that you are going to miss more than one class this semester, it is better to postpone registration until the next semester when you will be able to be present for all the classes.

Please note: In the event of a missed class, the course instructor expects students to notify the instructor of the reasons for missing the class in writing (e.g., email). Informing the instructor of an absence from class does not guarantee an “excused” absence. Additional documentation may be requested as the discretion of the course instructor.

2. Reading/MindTap (The % of the total possible MindTap scores are applied to 100 points)

Students must complete all the assignments and activities in MindTap and obtain at least 80% of the total point in order for the reading portion to be counted toward the final grade. Less than 80% of the total possible MindTap points are earned, students will receive no credit for Reading/MindTap.

MindTap will open at 9:00 pm on Thursdays of each week and it will close at 4:00pm that following Thursdays except for the first week. For instance, Chapter 2 will open at 9:00 pm on Thursday September 3rd and close at 12:00 pm on Thursday September 10, an hour before the second Zoom class meeting. If students do not complete and submit the MindTap exercises by 4:00 pm, the program will not allow any access or turn in the work late. MindTap will not re-open and late work is not accepted. Please do not ask me to re-open a closed MindTap module or if you can e-mail me late work. I will not do either.

Each week students will have activities (e.g., mastery training, check your understanding/section quizzes, video/short answer questions, and chapter quizzes) through MindTap on the course content of

that week. Each one of these exercises will be scored through MindTap. At the end of the semester, the obtained score will be divided by the number of points possible for the entire semester of MindTap exercises, and the percentage will be applied to the 100 points. In order for students' MindTap scores to be counted toward grades, students must complete all the activities and earn 80% of the total possible MindTap scores.

3. Race and Intersectionality Mental Health Article Review and Discussion Leader (25 points)

Students will explore one peer-reviewed quantitative and/or qualitative studies that address issues related to (1) Black youth mental health or (2) LGBTQ+ youth mental health and will present a brief overview of the study (no more than 5 minutes) and facilitate class discussion for at least 10 minutes but no more than 15 minutes. The aim of this assignment is to examine important issues, questions, and debates regarding **intersectionality** and **social determinants** of mental health issues and/or mental disorders.

Before the presentation date, students must post their chosen journal article (pdf) and review form (Word) to the Discussion board.

The total time of a student's presentation and discussion time should be no more than 20 minutes.

Through this assignment, students will utilize **intersectionality** as a framework to critically evaluate how various types of social inequality, by race, ethnicity, socioeconomic status, cis/transgender status, sexual orientation, age, gender, and immigration status shape mental health disparities of Black and LGBTQ+ youth. This assignment also aims to help students take a critical approach in understanding social determinants of mental health issues (e.g., anxiety disorders, depression, bipolar disorders, disruptive-impulse control disorders, youth substance use disorders, etc.) **See the appendix for the assignment details**

4. Clinical Assessment Interview and Group Presentation of DSM 5 Disorders (50 points)

Students will work in **a group of three** (i.e., "Mini Treatment Teams") and choose a DSM-5 Disorder from the following DSM categories: Neurodevelopmental Disorders; Mood Disorders; Disruptive, Impulse-Control, and Conduct Disorders; Substance-Related and Addictive Disorders, Anxiety Disorder, Obsessive-Compulsive and Related Disorders, and Trauma- and Stressor-Related Disorders.

Students will first role-play (or play video-recorded) a mock clinical interview session that will (a) feature core characteristics of the selected disorder, (b) demonstrate clinical interviewing skills including mental status examination, Multicultural Formulation Interview, and (c) demonstrate relevant interviewing techniques from the textbook and other academic resources. **Please make sure to use the biopsychosocial intake form in the Appendix.**

Students create a PowerPoint and must provide their classmates with a one-page handout highlighting the relevant / key ideas discussed. Each group will present at least 7 minutes no more than 10 minutes of their role-play that highlights a) feature core characteristics of the selected disorder, (b) demonstrate clinical interviewing skills including mental status examination, Multicultural Formulation Interview, and (c) demonstrate relevant interviewing techniques from the textbook and other academic resources. There may be more than one segments of the mock session to be presented to demonstrate three areas. Then, facilitate no more than 20-minute class presentation/discussion that addresses the following categories:

1. Identifying information
2. Chief complaint
3. Symptoms
4. Mental status examination

5. Diagnostic assessment
6. Highlights of the interview

The total time of a group presentation/discussion time should be no more than 30 minutes.

This assignment is intended to assist students with in-depth inquiry into a particular disorder, related treatment for the disorder, and to get students working together as “Mini Treatment Teams”.

Students will be provided with a rubric for structuring the group presentation. All handouts and PowerPoint must be submitted to the corresponding assignment folders in D2L by the due date listed in the course schedule. **See the Appendix for the rubric**

5. Individual Written Diagnostic Report (50 points)

Working individually, students will complete a diagnostic assessment report with an emphasis on (a) incorporating parent and youth information, (b) using diagnostic nomenclature from the DSM-5, (c) linking the diagnosis to a theory driven case conceptualization and interventions, and (d) providing a personal reflection about the assignment.

Please cite at least 5 peer-reviewed sources to support your case conceptualization. DSM-5 and the course textbook will not count.

Please follow APA style (7th ed) and use the format provided in class.

Written diagnostic reports must be submitted to the corresponding assignment folders in D2L by the due date listed in the course schedule.

B. Grading for Course

Overall Grading Scale (Course):

NOTE: Due dates for all assignments are located in COURSE SCHEDULE

Percentage	Grade	Percentage	Grade	Percentage	Grade
92-100%	A	72-81%:	C	Below 62%	F
82-91%:	B	63-71%	D		

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/);
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

- College writing can be a demanding mix of academic language, research knowledge, argument and personal expression. The friendly, talented staff of the WSU WritingCenter is waiting to help students discover solutions to their writing needs. Located in **Minne 348**, the Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading or research.
- You can [make an appointment](#) for the WritingCenter on our homepage. The Writing Center prioritizes appointments, but walk-ins are welcome. Please call us at 457-5505 for more information.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:
<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE: The course schedule is subject to change

Week	CACREP & LOs	Chapter Topic/Activities	Assignments/Readings, Videos, & Quizzes	Assignments Due
<p>Week 1 Aug 24 – 28</p> <p>First Zoom Class Meeting Aug. 27 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i</p> <p>2-6, 8-11</p>	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Class Orientation (introduction, review syllabus, course overview) • Review MindTap and its features • MinnScu/WSU Zoom • MediaSpace • Therapist’s attitudes toward Play • Review multicultural counseling • Decide article review presentation/discussion topics 	<p>Review syllabus before coming to class</p>	
<p>Week 2 Aug 31 – Sep 4</p> <p>Online / MindTap</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Online Learning Topics</p> <ul style="list-style-type: none"> • MindTap Chapters 1 Introduction 	<p>START: Chapter 1 Mastery training Check your understanding: 6 quizzes</p> <ol style="list-style-type: none"> 1) Defining disorders of childhood 2) The globalization of children’s mental health 3) The stigma of mental health 4) What is normal? 5) The role of values 6) Definitions of psychopathology and developmental psychopathology <p>WATCH: Chapter 1 Referral and classroom-based interventions</p> <p>Review: Chapter 1 Review quiz</p> <ul style="list-style-type: none"> • Social determinants video and social determinants of mental health article/Black Americans are being hammered by a double pandemic (short reading and video): https://www.cnn.com/2020/04/12/health/black-americans-hiv-coronavirus-blake/index.html • The Race Gap: How U.S. systemic racism plays out in Black lives (short reading) https://www.reuters.com/article/us-global-race-usa/the-race-gap-how-u-s-systemic-racism-plays-out-in-black-lives-idUSKCN24F1A0 • A killer stereotype (short YouTube video): https://www.youtube.com/watch?v=PPYpiML-M08 • Intersectionality video (short YouTube video): https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en 	<p>Complete MindTap Chapter 1 all mini and chapter review quizzes by 4:00pm Thursday, Sep. 3</p>
<p>Week 3 Sep 7 – 11</p> <p>Second Zoom Class Sep. 10 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i</p>	<p>Discussion Topics (Zoom)</p> <p>Diagnosing youth versus adults</p> <ul style="list-style-type: none"> o Interviewing the informants: The basics o Structuring first interview with young person o Child development o Play interview with school-aged children o Infant-toddler interview o Playful interviewing Techniques 	<p>START: Chapter 2 Mastery training (opens @ 9pm, 9/3) Check your understanding: 7 quizzes</p> <ul style="list-style-type: none"> • Physiological models • Psychodynamic models • Behavioral and cognitive models • Humanistic models • The role of values • Family models • Sociocultural models <p>WATCH: Chapter 2 Human exceptionalities</p>	<p>Complete MindTap Chapter 2 by 4:00pm Thursday, Sep. 10</p>

		<ul style="list-style-type: none"> ○ Social determinants of mental health (Black MH & BIPOC MH) ○ Intersectionality <p>Decide group presentation</p> <p>Online Learning Topics</p> <ul style="list-style-type: none"> ● MindTap Chapter 2 Models of child development, psychopathology, and treatment 	<p>WATCH: Chapter 2 Autism spectrum disorder in early childhood</p> <p>Review: Chapter 2 Review quiz</p> <ul style="list-style-type: none"> ● Child-centered play therapy: A clinical session by Garry Landreth (WSU library database) ● Why the term “BIPOC” is so complicated, explained by linguists (short reading): https://www.vox.com/2020/6/30/21300294/bipoc-what-does-it-mean-critical-race-linguistics-jonathan-rosa-deandra-miles-hercules ● Dad's Comics Show How To Start Addressing Racial Injustice With Kids (short reading): https://www.huffpost.com/entry/dad-comics-racial-injustice-brian-gordon_1_5eda79cec5b66ef1a9246c26?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAADAJY Teybeb-oyaqtfbGREZ6XRDMNdm2Udv8zGbpSO9wS15KTLzjWF LfGUCMdgqCrGb1TojUuF4IESvxzWb6rl0hTnL5ev-V9aYsY34l7SyXTABrPiGbbMVp6lQhKRvSqJhcPjmBDo glm3yMNYSLzFL765-JPtqFEQgc4sUvk3Re 	
<p>Week 4 Sep 14 – 18</p> <p>Online</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Online Learning Topics</p> <ul style="list-style-type: none"> ● MindTap Chapters 3 Principles and practices of developmental psychopathology ● MindTap Chapter 4 Classification, assessment and diagnosis, and intervention 	<p>START: Chapter 3 Mastery training (opens @ 9pm, 9/10)</p> <p>Check your understanding 4 quizzes</p> <p>WATCH: Chapter 3 Resilience-Late Bloomers</p> <p>WATCH: Chapter 3 ASD: 4 Strategies to support a young child</p> <p>Review: Chapter 3 quiz</p> <p>START: Chapter 4 Mastery training</p> <p>Check your understanding 3 quizzes</p> <p>WATCH: Chapter 4 Assessment – Measuring vocabulary in preschool</p> <p>WATCH: Chapter 4 Assessment, diagnosis, and treatment: ABC sequences to teach appropriate behavior</p> <p>Review: Chapter 4 quiz</p>	<p>Complete MindTap Chapter 3 & 4 by 4:00pm Thursday, Sep. 17</p>
<p>Week 5 Sep 21 – 25</p> <p>Third Live Zoom Meeting Sep. 24 (Thu)</p>	<p>Core: 2.e., 3.c., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g., 2.i</p>	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> ● Article Review Presentation and discussion leader (4) ● Developmentally appropriate clinical interviews ● Deriving diagnoses & diagnostic assessment ● Common diagnoses: Children & Adolescents <ul style="list-style-type: none"> ○ DSM pp. 733 – 745 Assessment Measures ○ DSM pp. 749 – 759 Cultural Formulation ● The adolescent interview ● The Parent-Child Initial Interview ● The Written Report/Documentation & case note <p>Online Learning Topics</p> <ul style="list-style-type: none"> ● MindTap Chapter 5 Disorders of early childhood 	<p>START: Chapter 5 Mastery training (opens @ 9pm, 9/17)</p> <p>Check your understanding 5 quizzes</p> <p>WATCH: Chapter 5 Zero to 2 years – attachment in infants and toddlers</p> <p>Review: Chapter 5 quiz</p> <ul style="list-style-type: none"> ● The Nurture Room (YouTube): https://www.youtube.com/watch?v=5XFjLdNO4FU ● Developmental Play Therapy: A Clinical Session video by Viola Brody (WSU library database) 	<p>Complete MindTap Chapter 5 all mini and chapter review quizzes by 4:00pm Thursday, Sep. 24</p>

<p>Week 6 Sep 28 – Oct 1 Online</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10</p>	<p>Online Learning Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 6 Intellectual developmental disorder and learning disorders 	<p>START: Chapter 6 Mastery training (opens @ 9pm, 9/24) Check your understanding 9 quizzes WATCH: Chapter 6 ASD in early childhood: An occupational therapist and a speech/language pathologist discuss their collaborative work Review: Chapter 6 quiz</p> <ul style="list-style-type: none"> • Gil, E. (2006). Helping abused and traumatized children- Integrative directive & non-directive approaches (Read 1/3) • Essentials of Play Therapy With Abused Children video by Eliana Gil (WSU library database) 	<p>Complete MindTap Chapter 6 all mini and chapter review quizzes by 4:00pm Thursday, Oct. 1.</p>
<p>Week 7 Oct. 5 – 9 Fourth Live Zoom Meeting Oct. 8</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g. 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h. 1-5, 7-11</p>	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (4) • Neurodevelopmental Disorders/ASD • Feeding, Eating, Elimination, Sleep-wake Disorders • Attachment <p>Discussion Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 7 Autism Spectrum Disorder 	<p>START: Chapter 7 Mastery training (opens @ 9pm, 10/1) Check your understanding 7 quizzes: WATCH: Chapter 7 ASD in early childhood – on family’s story (Gavin) WATCH: Chapter 7 Three young adults with ASD – Honoring and supporting neurodiversity Review: Chapter 7 quiz</p> <ul style="list-style-type: none"> • CHILD OF RAGE (YouTube): https://www.youtube.com/watch?v=szcsT3pOuBw • Gil, E. (2006). Helping abused and traumatized children- Integrative directive & non-directive approaches (read the 2nd 1/3) • Play Therapy for Severe Psychological Trauma video by Eliana Gil (WSU library database) 	<p>Complete MindTap Chapter 6 all mini and chapter review quizzes by 4:00pm Thursday, Oct. 8</p>
<p>Week 8 Oct. 12 – 16 Online</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10</p>	<p>Discussion Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 8 PTSD/abuse • MindTap Chapter 9 ADHD 	<p>START: Chapter 8 Mastery training(opens @ 9pm, 10/8) Check your understanding 7 quizzes WATCH: Chapter 8 Abuse against children Review: Chapter 8 quiz</p> <p>START: Chapter 9 Mastery training Check your understanding 6 quizzes WATCH: Chapter 9 Practices to support all students, including students with ADHD Review: Chapter 9 quiz</p> <ul style="list-style-type: none"> • ADHD: Out of Control Kids (YouTube): https://www.youtube.com/watch?v=yRY19Bf0yhs&t=319s • A crisis in foster care (short reading): https://www.washingtonpost.com/opinions/the-crisis-in-foster-care/2020/01/11/81caa67e-33f6-11ea-a053-dc6d944ba776_story.html • Gil, E. (2006). Helping abused and traumatized children- Integrative directive & non-directive approaches (Read the rest) 	<p>Complete MindTap Chapter 8 and 9 all mini and chapter review quizzes by 4:00pm Thursday, Oct. 15</p>

<p>Week 9 Oct 19 – 23</p> <p>Fifth Zoom Class Oct. 22 (Thu)</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g. 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.</p> <p>1-5, 7-11</p>	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Group Presentation #1 <ul style="list-style-type: none"> • Neurodevelopmental Disorders/ADHD • Disruptive, Impulse-Control, & Conduct/ODD, CD • Other conditions/Abuse (DSM: pp. 715-732 Other conditions that may be a focus of clinical attention/Abuse) • Trauma- and Stressor-Related Disorders <p>Online Learning Topics MindTap Chapter 10 ODD/CD</p>	<p>START: Chapter 10 Mastery training (opens @ 9pm, 10/15) Check your understanding 6 quizzes WATCH: Chapter 10 Using behavior-related data to support a young child Review: Chapter 10 quiz</p> <ul style="list-style-type: none"> • Esposito et al. (2018). When Black girls fight: Interrogating, interrupting, and (Re) imagining dangerous scripts of femininity (peer-reviewed) • The Government's Own Experts Say Separating Immigrant Families During The Coronavirus Pandemic Will Add To Their Mental Trauma (short reading): https://www.buzzfeednews.com/article/hamedaleaziz/government-experts-oppose-separating-immigrant-families • Therapeutic limit-setting in Play Therapy video by Garry Landreth (WSU library database) 	<p>Complete MindTap Chapter 10 all mini and chapter review quizzes by 4:00pm Thursday, Oct. 22</p>
<p>Week 10 Oct 26 – 30</p> <p>Online</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g. 3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h.</p> <p>1-5, 7-11</p>	<p>Online Discussion Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 11 OCD/Anxiety 	<p>START: Chapter 11 Mastery training (opens @ 9pm, 10/22) Check your understanding 8 quizzes WATCH: Chapter 11 Anxiety and OCD: Renee, Generalized anxiety disorder Review: Chapter 11 quiz</p> <ul style="list-style-type: none"> • Black girls matter: pushed out, overpoliced, and underprotected (report from AAPF): https://aapf.org/recent/2014/12/coming-soon-blackgirlsmatter-pushed-out-overpoliced-and-underprotected • Daughters et al. (2013). The role of gender and race in the relation between adolescent distress tolerance and externalizing and internalizing psychopathology (peer-reviewed) 	<p>Complete MindTap Chapter 11 all mini and chapter review quizzes by 4:00pm Thursday, Oct. 29</p>
<p>Week 11 Nov 2 – 6</p> <p>Sixth Live Zoom Class Meeting Nov. 5 (Thu)</p>	<p>Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g.</p> <p>1-8, 10</p>	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Group Presentation #2 <ul style="list-style-type: none"> • Anxiety Disorder • Obsessive-Compulsive and Related Disorders • Mood Disorders • Bipolar & Related Disorders <p>Online Learning Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 12 Mood 	<p>START: Chapter 12 Mastery training (opens @ 9pm, 10/29) Check your understanding 8 quizzes WATCH: Chapter 12 Depressive and bipolar disorders: Alysha Review: Chapter 12 quiz</p> <ul style="list-style-type: none"> • Black Kids and Mental Health (short reading): https://afro.com/black-kids-and-mental-health/ • How Is It To Raise A Child With Bipolar Disorder? (YouTube): https://www.youtube.com/watch?v=CDuxWYT6Rm8&t=48s • Techniques of Play Therapy: A Clinical Demonstration video by Nancy Boyd Web (WSU library database) 	<p>Complete MindTap Chapter 12 all mini and chapter review quizzes by 4:00pm Thursday, Nov. 5</p>
<p>Week 12 Nov 9 – 13</p> <p>Online</p>	<p>Core: 2.e., 2.f., 3.g., 7.b., 7.c., 7.d., 7.e., 7.i., 7.j., 7.k., 8.a CMHC: 1.c., 1.d., 1.e., 2.b., 2.c., 2.e., 2.f., 2.g.</p>	<p>Discussion Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 13 Eating (AN, BN) 	<p>START: Chapter 13 Mastery training (opens @ 9pm, 11/5) Check your understanding 5 quizzes WATCH: Chapter 13 Sara, A portrait of Bulimia nervosa WATCH: Chapter 13 Parents and early adolescent girls talk healthy eating Review: Chapter 13 quiz</p>	<p>Complete MindTap Chapter 13 all mini and chapter review quizzes by 4:00pm Thursday, Nov. 12</p>

	3.a., 3.b. SC: 2.e., 2.g., 2.h., 2.i., 3.h. 1-5, 7-11			
Week 13 Nov 16 – 20 Seventh Zoom Class Meeting Nov. 19	Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (2) • Group Presentation #3 • The adolescent interview • Feeding and Eating Disorders/Focus on teens (BN, AN, Body dysmorphic, etc) • Substance-Related and Addictive Disorders • Schizophrenia Spectrum and Other Psychotic Disorders <p>Online Learning Topics</p> <ul style="list-style-type: none"> • MindTap Chapter 14 Substance abuse, Psychotic, Personality Disorders 	<p>START: Chapter 14 Mastery training (opens @ 9pm, 11/12) Check your understanding 8 quizzes WATCH: Chapter 14 underage drinking Review: Chapter 14 quiz</p> <ul style="list-style-type: none"> • Jonathan Matzl's Protest Psychosis (C-Span video): https://www.c-span.org/video/?291633-1/the-protest-psychosis • In Defense of Looting (short reading): https://thenewinquiry.com/in-defense-of-looting/ 	<p>Complete MindTap Chapter 14 all mini and chapter review quizzes by 4:00pm Thursday, Nov. 20</p>
Week 14 Nov 23 – 27		Fall Break		
Week 15 Nov 30 – Dec 4 Eight Zoom Class Meeting Dec. 3	Core: 2.e., 2.f., 3.c., 3.g., 5.h., 8.a. CMHC: 1.c., 1.d., 2.b., 2.c., 2.f., 2.g. SC: 2.e., 2.g. 1-8, 10	<p>Live Class Discussion Topics (Zoom)</p> <ul style="list-style-type: none"> • Article Review Presentation and discussion leader (3) • Group Presentation #4 and 5 • Gender Dysphoria 	<ul style="list-style-type: none"> • Medicalization of gender (peer-reviewed) • Survey Finds 25% of LGBTQ+ Youth Use Gender-Neutral Pronouns (short reading): https://www.them.us/story/survey-finds-25-of-lgbtq-youth-use-nonbinary-pronouns?utm_source=nl&utm_brand=them&utm_mailing=THEM_Weekly_080920&utm_campaign=aud-dev&utm_medium=email&bxid=5d39dd6e2ddf9e47991fe861&endid=52482050&esrc=theminterstitial&utm_term=THEM_Daily 	<p>Diagnostic report of is due by 11:59pm Saturday Dec. 5</p>

