

UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK
SPRING 2002

SOWK 661 L20
CHILDREN'S MENTAL HEALTH
INSTRUCTOR: JANE MATHESON + OTHERS
Telephone: 270-1704
Email: jane.matheson@woodshomes.com
Course website: www.fsw.ucalgary.ca

COURSE OUTLINE

Course Description

Social Work 661 L20 is a course developed by the Alberta Children's Mental Health University Educational Initiative, which is funded by the Alberta Mental Health Board. It is an elective **online** half course that focuses particularly on the knowledge required by mental health professionals who work with children and adolescents. This course is interdisciplinary in nature – open to multiple professions and taught by a variety of experienced mental health practitioners. It is meant to be practical in nature.

Social Work 661 L20 addresses the developmental issues of children and adolescents and compares "normal" with "problematic" development along a continuum of severity for each age grouping. The theories available to understand child and adolescent development as well as methods of intervention will be addressed. Identification of mental health issues, legal issues, assessment, the use of medication and diagnosis and case management will also be addressed.⁸⁵

Working with the many systems that are involved in the lives of children and adolescents as well as families and cultural environments will be a contextual component of this course.

Professionals in the disciplines of Law, Medicine, Nursing, Social Work and Psychology developed the curriculum, with input from many community Children's Mental Health services, including the child welfare, criminal justice and educational systems. As such the curriculum reflects an interprofessional and multisystemic perspective to children's mental health, specific to Canada and Alberta in particular.

Relationship To Other Courses And The Msw Degree

SOWK 661 L20 prepares students from the various mental health professions to have a comprehensive understanding of practice in children's mental health. It complements other courses specific to the Faculties of Nursing, Medicine, Education, Psychology and Social Work.

Students currently not registered at the University of Calgary may register for this course as unclassified students.

Learning Objectives

1. Understand interprofessional practice and the role of various disciplines in providing services to children.
2. Understand the importance of critical thinking and analysis for issues related to children's mental health.
3. Understand the continuum of mental health services for children from ecological, medical and multi-systemic perspectives.
4. Be able to identify cultural and legal issues related to children's mental health and apply these to practice
5. Be familiar with a pharmacological options and perspectives.
6. Build a good understanding of assessment tools including the use of the DSM IV.

7. Understand “normal developmental” in comparison to the problems of children and adolescents along a continuum of severity.
8. Understand assessment of and intervention for common mental health problems in preschool children, school age children and adolescents.
9. Identify and examine particular issues of children's mental health such as trauma, abuse, depression, PTSD and suicidal/self-mutilative behaviours.

Class Topics

1. Introduction to the Course and Online Learning
2. Critical Thinking Interprofessional Practice
3. Normal Child and Adolescent Development (Review)
4. Assessment – What is it? Mental Health Problems in Preschool Children, School Age Children and Adolescents
5 Use of DSM IVTR Pharmacological issues and perspectives
6. Cultural Issues in Mental Health
7. Legal Issues in Mental Health
8. Intervention Continuums and Managing Common Mental Health problems for - Preschool and School Age Children and Adolescents
9. Special Topics: Trauma, Abuse and PTSD Depression, Suicide and Self-Mutilative behaviours Dual Diagnosis

Instructors

This course is being taught by a collection of instructors. The instructor of record is Jane Matheson PhD RSW. There are four other instructors: Carolyn Barker, MSW RSW. All Lawson, MSc, Chartered Psychologist, Nancy McElheran, MN, AAMFT Supervisor and Janet Janzen, MSW, RSW. All of the instructors work at Wood's Homes - a large multi-service treatment facility for children, youth and families located in Calgary, AB.

Texts And Modules

There is no required text for this course. A recommended text is: **Vance, H. B. & Pumariega, A. (2001) Eds. Clinical assessment of child and adolescent behaviour. New York: John Wiley.**

Seven of these books were ordered by the University Bookstore. Students who are practicing in the area of children's mental health may find this text a useful resource.

When this course was taught last year at the undergraduate and graduate levels, preparatory work was done for each class topic. "Modules" were created and posted online for students to access and read. Over this past year, these modules were reviewed, updated, changed and added to and in some cases, left alone. As a result, there are two collections of modules.

The first and original set will form the base for this course. These modules can be accessed from the Faculty of Social Work homepage - on the left hand side there is a list of access points. **C.M.H.** is where you will find the children' s mental health modules.

The reviewed modules will not be available until after May 8. Technological access for those modules will be made available to you after that date. Please remember that the basis of this course is the original modules, unless you are asked to refer to the reviewed ones. The potential for confusion is great and we are trying to reduce that as much as possible.

We will be following the format of the new modules (see class schedule) and will use some of the newly created topics such as Trauma, Abuse and PTSD, Depression, Suicide and Self-Mutilative Behaviours and Dual Diagnosis

Web Delivery

This course is entirely web-based (delivered through Blackboard) and is divided into 9 units (see Class topics). The course schedule outlines how students move through the units (at this point the schedule is being developed and will be accurate on May 12).

Students will be expected to keep up with the reading of the modules, engage in discussion, write about a particular topic, answer questions or pose questions that they would like answered by other students or the instructors.

Students should check the Blackboard site every day for announcements and check their email at least once a day. Students are expected to sign up for Chat sessions in the Virtual Classroom and one Centra Session about halfway through the course. Orientation activities MUST be completed prior to the beginning of the course on May 13.

Class Schedule.

May 13 Chat? Unit 1	May 14 Chat? Unit 1	May 15 Unit 2 Inter-professional practice	May 16 Unit 2 Critical Thinking	May 17 Unit 3 Normal development
May 20 HOLIDAY	May 21 Unit 3 continued	May 22 Unit 3 continued	May 23	May 24 Unit 4 Assessments

May 27 Unit 4 Assessments	May 28 Centra?	May 29 Unit 5 DSM 4TR	May 30 Unit 5 DSM 4TR	May 31 Unit 5 DSM 4TR
June 3 ASSIGNMENT 2 DUE Centra?	June 4 Unit 5 Psycho- pharmacology	June 5 Unit 6 Cultural issues	June 6 Centra?	June 7
June 10 Unit 7 Legal issues	June 11 Unit 8 Preschool Common M. H. Problems and Interventions	June 12 Unit 8 Preschool continued	June 13	June 14 Unit 9 Dual Diagnosis
June 17 Unit 8 School-Age Common MH Problems and Interventions	June 18 School-Age continued	June 19	June 20 Unit 8 Trauma, Abuse and PTSD	June 21
June 24 Unit 8 Adolescent Common MH Problems	June 25 and Interventions cont'd	June 26 Unit 9 Depression, Suicide and self- mutilation	June 27 ASSIGNMENT 1 DUE	June 28 ASSIGNMENT3 DUE

Grading

Grading will follow the University grading system set out on p. 41 of the current calendar.

Grade	Point Value	Graduate Description
A	4.0	Excellent - superior performance showing comprehensive understanding of the subject.
A-	3.7	Very good performance.
B+	3.3	Good performance.
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of programme for that programme year.
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of "B-" or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.
C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.

Instructor Availability

The instructors are readily available by email Monday - Friday and will check their email at least once on the weekend days. Students will be assigned one instructor as their "contact" for questions, concerns, etc. Their email addresses, phone numbers and addresses, along with a short profile are located in **Blackboard** under **Staff Information**

Assignments

1. Participation- 25%

Since a major part of this course is being involved with the material related to Children's Mental Health online, students will be graded on the quality of their participation in the following areas:

Discussions - Respectful, able to critically assess and question issues, timely, quality of postings, number of times engaged (minimum is 3 postings per unit)

Scholarly - Knowledge is based in the readings, in practice and can be proven.

Creation of a Student Homepage and an introduction of yourself

Completion of a self-evaluation of your course participation - Due June 27,2002

2. Assessment and Diagnosis Assignment

A family comes to see you and your treatment team with their child who is having some kind of problem. The child can be a preschooler, a school-age child or an adolescent. Demonstrate your knowledge of diagnosis and assessment by creating a scenario that encompasses:

- the nature of your "team" and who will add what to the assessment
- a story about the family that sets the context and underscores the relevant issues

- the use of at least three "assessments"
- how you would distinguish between "normal" as opposed to "problem" behaviour- using theory and/or research
- identify the possible problems that may result from multiple professions working together and how the interface would be managed by you and your discipline
- your tentative diagnosis (if there is one) and how you got there. If you decide to not "diagnose, give a reason for why not, based in theory and research.

Include references that back up your work

Length - No longer than 10 pages, 12pt font, double-spaced.

Due: June 3, 2002

Weight: 30%

3. Critical Analysis

Choose one of two options.

Choice #1 Choose ONE of the following films:

Good Will Hunting, Ordinary People, Girl Interrupted, Parenthood, Losing Isaiah, Little Man Tate, Three Men and a Baby, What's Eating Gilbert Grape? or Baby Boom, The Breakfast Club. (If you have another film you would like to use, please inform the instructors asap for their approval)

Watch the film and answer the following questions:

1. Determine at what level the main child character(s) are operating – primary, secondary or tertiary.
2. Give reasons for your choice and describe what developmental group and issues this movie is relating.
3. Choose one conversation from the film that demonstrates engagement, creative strategies, family conversation, multiple systems management or follow-up. Transcribe this conversation – it should be about 5 pages long.
4. Critically analyze the parts of this conversation that are related to case management, risk management and techniques of intervention
5. Suggest what you might do if you were the therapist involved with this family system and give a rationale for your actions. Include your assessment and possible interventions.

This assignment should be about 15 pages in length.

Choice #2

Using a real-life case example with which you are familiar, complete a family assessment based on Bronfenbrenner's model. Use a case management model that you are familiar with ensuring that it includes all relevant questions and components.

Detail the impact of the individual, microsystem, mesosystem, exosystem, and macrosystem levels as they relate to the normal mental health development of a child or adolescent and their family.

Using a strengths-based perspective, develop a plan for intervention.

This assignment should be about 15 pages in length.

Due Date: June 28, 2002

Weight: 45% of the final grade

STUDENTS WITH DISABILITIES

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course.

SAFEWALK 220-5333

Campus security will escort individuals, day or night. Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.