

# Westfield State University

Department of Social Work

SOCW 0621: MENTAL HEALTH AND CHILDREN

Fall, 2019

**Instructor:** Name: Seweryn (Sev) Kolysko, MA, MSW, LICSW  
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**Office Hours:** by appointment

**Credits:** 3

**Class Time:** 7:15-9:00

## COURSE DESCRIPTION

This course examines mental health problems in childhood and adolescence from a biopsychosocial developmental perspective. A range of relevant theories will be studied as they shed light on the development of child and adolescent disorders. Specific clinical entities such as pervasive developmental delays, physiological disorders, and personality, cognitive, affective, and behavior disorders are considered in terms of their etiologies and features and in relation to the practice challenges they raise. Theories are critically examined with particular attention given to the influences of gender, race, ethnicity, and other forms of diversity on the development of deviations.

Course materials in Mental Health and Children will expand students' abilities to conceptualize children's strengths and needs, and support students' abilities to develop effective interventions with children. Course materials will lay this groundwork by focusing on three separate, inter-related bodies of knowledge. A review of the developmental psychopathology literature will provide students with empirically-based descriptions of the development and presentation of a range of childhood behavioral health disorders. A review of psychodynamic theories and concepts will provide students with an historical perspective on both human development perspectives and mental health practice principles that are highly influential in clinical social work practice today. Finally, students will discuss and practice application of the DSM classification system, the field tool used to identify and drive aspects of treatment in behavioral health practice. While the focus of this course is children, the topics addressed also substantially impact a student's ability to assess and intervene with adults and families.

## **COURSE OBJECTIVES**

Upon completion of the course, students are expected to:

1. Identify as a professional social worker and be able to integrate person-in- environment and strengths perspectives in your work with clients. (A1.1, A3.2)
2. Develop the ability to understand and manage complex relational dynamics in clinical social work practice. (A1.2, A1.4, A2.3, A3.1, A4.3)
3. Recognize and manage ethical and legal dilemmas in social work practice. (A2.1, A2.2, A2.3, A5.3)
4. Understand a variety of human behavior perspectives and their implications for practice, and be able to consider and apply them differentially in practice. (A3.3, A3.4)
5. Appreciate the utility of specific theoretical perspectives in understanding and assisting clients from diverse backgrounds, and be able to apply frameworks with an appreciation of culture. (A4.1, A10a.2)
6. Be familiar with current empirical perspectives on human development, and be able to link this knowledge to social work intervention strategies. (A6.1, A6.3)
7. Understand the development, application and utility of the Diagnostic and Statistical Manual of Mental Disorders. (A7.1, A7.2, A10b.5)
8. Recognize developmental and situational factors that impact client need and inform strategies for successful engagement with clients in social work practice. (A9.1, A10a.2, A10a.3)
9. Understand and be able to access multiple perspectives for assessing clients' needs and readiness to change. (A10b.1, A10b.2)
10. Integrate multiple perspectives for understanding human behavior with the ability to plan and implement effective social work interventions. (A8.3, A10c.1, A10c.2, A10d.2)

## **REQUIRED TEXT**

Beauchaine, T.P. & Hinshaw, S.P., eds. (2008). *Child and adolescent psychopathology*. Hoboken, NJ: John Wiley and Sons.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York, N.Y.: Basic Books.

Herman, J.L. (1992). *Trauma and recovery*. New York, NY: Basic Books.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders-V*. Washington, DC: American Psychiatric Association.

## STANDARDS FOR GRADING

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100	A	4.0
	91-93	A-	3.7
Good Work (meets course expectations)	88-90	B+	3.3
	84-87	B	3.0
	81-83	B-	2.7
Poor Work (meets minimal course expectations)	78-80	C+	2.3
	74-77	C	2.0
	<b>71-73</b>	<b>C-</b>	<b>1.7</b>
	<b>68-70</b>	<b>D+</b>	<b>1.3</b>
<b>Remedial Work</b> (student did not demonstrate competency in all course objectives)	<b>64-67</b>	<b>D</b>	<b>1.0</b>
	<b>61-63</b>	<b>D-</b>	<b>0.7</b>
	<b>60-0</b>	<b>F</b>	<b>0.0</b>
Failing Work			
Incomplete* ( I )			
<i>*can only be given in accordance with the policies stated the Student/Faculty Guide to the BSW/ MSW Program</i>			

**Graduate Students:** Grades listed above in bold do not apply to graduate students. Any grade below a “B-” is considered a failing grade in a graduate course. Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation.

## COURSE ASSIGNMENTS and GRADING

Assignment	Percent of final grade
Playbook assignments (4 total)	10% each 40% total
Video response	10%
Quiz	10%
Final paper	40%