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PSYX 345.02: Child and Adolescent Psychological Disorders

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PSYX 345 Child & Adolescent Psychological Disorders

Fall 2013

Tuesday & Thursdays 12:40pm – 2:00pm

UH (Main Hall) 210

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Course Overview

The purpose of this course is to provide students with an introduction to psychopathology as it relates to children and adolescents. Students will learn about the research and clinical issues affecting children with psychological disorders. First, we will examine childhood disorders within the context of normal developmental process and the larger systems in which children live (family, peers, school). We will also engage in a critical review of common child and adolescent psychopathology as well as challenge social and cultural assumptions of what constitutes “normal” vs. “pathological” behavior, cognition, and emotion. Finally, we will learn about characteristics, etiology, assessment, treatment and prevention of a variety of disorders.

Prerequisites: Psych 100 (Intro) & Psych 240 (Child Development)

Course Objectives

1. To adopt a scientific approach to understanding child/adolescent psychological disorders.
2. To learn basic facts, principles and issues about the characteristics, etiology, assessment, treatment, and prevention of child and adolescent psychological disorders.
3. To expand your interest and sensitivity for children and adolescents.
4. To prepare you in the application of this knowledge to your own lives and careers.

Required Text:

Parritz, R.H. & Troy, M.F. (2013). *Disorders of childhood: Development and psychopathology*, (2nd Ed). Wadsworth.

Additional Readings (available on Moodle):

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148. doi: 10.1177/1098300709334798

Hoagwood, K., Burns, B. J., Kiser, L., Ringeisen, H., & Schoenwald, S. K. (2001). Evidence-based practice in child and adolescent mental health services. *Psychiatric Services*, 52. doi: 10.1176/appi.ps.52.9.1179

- Miller, D. N., Mazza, J. J., & Eckert, T. L. (2009). Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review, 38*, 168-188.
- Ougrin, D., Tranah, T., Leigh, E., Taylor, L., & Asarnow, J. R. (2012). Practitioner Review: Self-harm in adolescents. *Journal of Child Psychology and Psychiatry, 53*, 337-350. doi: 10.1111/j.1469-7610.2012.02525.x
- Podell, J. L., Mychailyszyn, M., Edmunds, J., Puleo, C. M., & Kendall, P. C. (2010). The Coping Cat Program for Anxious Youth: The FEAR Plan Comes to Life. *Cognitive and Behavioral Practice, 17*, 132-141. doi: http://dx.doi.org/10.1016/j.cbpra.2009.11.001
- Reddy, L. A., Atamanoff, T., Springer, C., Hauch, Y., Braunstein, D., & Kranzler, R. (2004). Psychosocial group prevention and intervention programs for children and adolescents. *Child and Adolescent Psychiatric Clinics, 13*, 363-380. doi: 10.1016/S1056-4993(03)00123-8
- Schoen, A. A. (2003). What potential does the Applied Behavior Analysis approach have for the treatment of children and youth with autism? *Journal of Instructional Psychology, 30*, 125.
- Sorensen, L. G., Forbes, P. W., Bernstein, J. H., Weiler, M. D., Mitchell, W. M., & Waber, D. P. (2003). Psychosocial adjustment over a two-year period in children referred for learning problems: Risk, resilience, and adaptation. *Learning Disabilities Research & Practice, 18*, 10-24.
- Webster-Stratton, C., Jamila Reid, M., & Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. *Journal of Child Psychology and Psychiatry, 49*, 471-488. doi: 10.1111/j.1469-7610.2007.01861.x

Recommended Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, fifth edition*. Washington, DC: Author.

Course Text Support

Chapter outlines, glossaries, practice quizzes, flashcards and other excellent study materials for the course text are available FREE online at the publisher's website: www.cengage.com. Click on "Instructor Companion Website" At the student companion site you will find excellent strategies to help study text material by chapter.

Course Requirements

I. Exams (300 points)

The purpose of the exams is to assess your knowledge of the course content and to provide you feedback on the extent to which you are mastering key concepts. The format for the tests will

include multiple-choice and/or open-ended/essay questions. The exams will be based primarily from lectures and the textbook.

Exam 1	100 pts
Exam 2:	100 pts
Exam 3:	100 pts
TOTAL:	300 pts

2. Journal Article Review (70 points)

You will be asked to write a short paper that reviews a journal article covering some aspect of developmental psychopathology. The purpose of the paper assignment is to provide an opportunity for you to familiarize yourself with research disseminated through professional peer-reviewed journal articles. You will be given three articles from which to choose. Papers should be limited to five pages, double spaced (Courier, Times Roman, or Cambria, 10 or 12 point). Please see appendix for more detailed information.

3. Case Study (40 points)

You will develop a case study based on the child/adolescent psychological disorders covered in the course. You will write a brief narrative about a child/adolescent that includes all of the information a professional would need to make a diagnosis. Papers should be limited to one page, single-spaced (Courier, Times Roman, or Cambria font –10 or 12 point). More information is in the appendix.

Assignments	Points
Exams	300
Journal Article Review	70
Case Study	40
Total Course Points	410

Course Grading Scale

Grades are determined based on straight percentages as follows:

A	= 94-100
A-	= 90-93
B+	= 87-89
B	= 84-86
B-	= 80-83
C+	= 77-79
C	= 74-76
C-	= 70-73
Etc. . . .	

Course Policies

Professional Behavior

I expect you to show professional behavior during class time. Professional behavior is characterized as being on time, prepared and organized. I expect you to be awake and attentive,

to participate in demonstrations and discussions, and to be respectful of your colleagues in the class and me as your instructor. Unprofessional behavior is characterized by sleeping during class, not engaging with your colleagues during discussions, and being generally disrespectful to others. If you behave in an unprofessional manner, I will ask you to meet with me individually.

Academic Honesty and Integrity

As students of higher education, there is an expectation of a high standard of academic integrity. Students are expected to perform to the utmost of their ability in an honest and ethical manner. The University of Montana Student Conduct Code (SCC) should be reviewed, especially in regards to plagiarism.

Accommodations for Disabilities:

It is my strong desire to fully include all students in this course. Please discuss any desired accommodations with me as soon as possible. I require documentation of any disabling condition prior to providing substantive accommodations (those that involve changes to deadlines, activities, or products) in this course. Students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). Please refer to the UM Catalog, page 334

Religious Observance:

Please notify me in advance if you will be absent from class for religious observances.

Incompletes and Make-Up Procedures

Incompletes will be given under limited circumstances (e.g., personal situations, illness). Make-up procedures must be arranged immediately with me. To make up a missed exam, you must meet the following criteria:

- Notify me before the time of the exam and bring proper documentation.
- You must have legitimate documentation verifying the reason for your absence. Examples of documented circumstances that may merit approval include the following: 1) illness or accident, 2) death or family emergency, 3) University-sanctioned activity.

Electronic Devices

Electronic devices (such as cell phones, I-pods, mp3s, etc.) must be turned off and put away before class. The use of computers during class to take notes or to use electronic articles and PowerPoint is encouraged. However, the use of computers for personal reasons during class is inappropriate and disrespectful to other students and to me. I will speak with you if I feel that your use of computers is detracting from your learning and will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Commitment to Multiculturalism

I am committed to creating an environment in which individuals' diversity and opinions are respected. I strive to integrate multicultural and diversity issues in my courses in ways that is relevant to course content and process. I hope students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity—and respecting others' outlooks throughout this course

“People First” Language

Students are expected to use appropriate, “people first” language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess

Attendance

Attendance is required but attendance will not be taken during class. Your course grade is partially determined by participation in activities during class. Further, the exams will cover all material including the text, lecture, videos, guest lectures and group work. Some test material may only be covered in class; if you are not there, you will miss important content.

Email Communication

I will be communicating with students using students’ umontana email addresses. It is the students’ responsibility to regularly check email at this address.

Schedule

*Subject to change

Week	Date	Topic	Readings & Assignments
1	8/27	Introduction to Course Goals & Requirements	Chapter 1
	8/29	Developmental Psychopathology & Introduction to Models and Theories of Child Development	Chapter 2
2	9/3	Models & Theories of Child Development cont'd	Read Case Study "Neesha Wilson"
	9/5	Developmental Psychopathology	Chapter 3
3	9/10	Classification & Diagnosis	Chapter 4
	9/12	Assessment & Intervention Multi-tiered Systems of Support	Bradshaw, Mitchell, & Leaf (2010) Hoagwood, et al (2001)
4	9/17	Exam 1	
	9/18	Intellectual Disorder	Chapter 7, pp 95-113 Read Case Study "Arthur Watson"
5	9/24	Learning Disorders (LD)	Chapter 7, pp 113-118 Sorensen, et al (2003)
	9/26	Autism Spectrum Disorders (ASD): Assessment & Diagnosis	Chapter 8, p 120-135
6	10/1	ASD: Assessment & Interventions	Chapter 8, pp 135-139
	10/3	ASD: Interventions & Treatment	Schoen (2003)
7	10/8	Attention Deficit/Hyperactivity Disorder: Assessment & Diagnosis	Chapter 9, pp 141-155
	10/10	ADHD: Treatment	Chapter 9, pp 155-159 Case Study 1 Due
8	10/15	Review & Case Studies	
	10/17	Exam 2	

9	10/22	Oppositional Defiant Disorder: Assessment & Diagnosis	Chapter 10, pp 161-169 Read Case Study: "Vang"
	10/24	Conduct Disorder: Assessment & Diagnosis	Chapter 10, pp 169-181
10	10/29	ODD/CD: Treatments	Chapter 10, pp 181-185
	10/31	Anxiety Disorders: Assessment & Diagnosis	Chapter 11, pp 187-204
11	11/5	Anxiety Disorders: Assessment & Diagnosis	Read Case Study "Shirley Yong"
	11/7	Anxiety Disorders: Treatments	Chapter 11, pp 204-207 Podell, et al (2010)
12	11/12	Mood Disorders: Assessment & Diagnosis	Chapter 12, pp 209-227
	11/14	Mood Disorders	Read Case Study "David Steele"
13	11/19	Self-Harm & Suicidality	Chapter 12, pp 231-235 Ougrin, et al (2012) Miller, et al (2009)
	11/21	Eating Disorders	Chapter 15 Read Case Study "Sarah Burke"
14	11/26	Eating Disorders	Chapter 15 Case Study 2 Due
	11/28	Thanksgiving Break No Class	
15	12/3	Prevention & Intervention Programs	Reddy, et al (2004) Webster-Stratton, Reid & Stoolmiller (2008)
	12/5	Review & Activities	Read Student Case Studies
	12/10	Exam 3 10:10am-12:10pm	

Journal Article Review

Each student will be required to write a 5-page paper that reviews an empirical article covering some aspect of developmental psychopathology. Your paper should summarize the researcher's purpose for their work, what methods and sample were used, and what the researchers found. Then, provide a critique of the article. What are the strengths of the research? What are the weaknesses? Are there aspects of the topic/research that the authors ignored? What would you recommend for future research?

The paper should follow APA format. In addition, your paper must be typed (double-spaced), using Times New Roman font, 12-point pica, 1-inch margin on all four sides, and stapled (no paper clips please). Do not include a title page. Instead type a title and your name at the top of the first page.

Rubric

Quality of writing (few grammatical errors, etc)	5 pts
Discussion of purpose of research	20 pts
Discussion of methods & samples	10 pts
Discussion of results	15 pts
Critique	20 pts
TOTAL	70 pts

Case Study

Throughout the course of the semester we will be reading case studies describing children/adolescents diagnosed with a variety of psychological disorders. For this assignment, you will write your own case study, essentially a brief narrative (maximum 1 page) about a child/adolescent that includes all of the information a professional would need to make a diagnosis.

For the narrative, you should include the child's name, age, developmental history, family history, factors related to their physical health, a description of their family life, and reasons for referral. You will need to describe the child's symptoms in narrative form and how the symptoms affect the child in daily functioning (academic performance, peer relationships, self care, problematic behaviors, etc.).

The child/adolescent you describe in your narrative **must meet the diagnostic criteria** for one of the disorders discussed, but **do not specify the particular disorder diagnosed**. A selection of your case studies will be used (anonymously) in class to help learn the characteristics of various disorders.

Your case study should be no more than 3 pages in length, typed, double-spaced, proof-read.

Rubric

Quality of writing (few grammatical errors, etc)	5 pts
Inclusion of demographic information	5 pts
Inclusion of developmental & family history	5 pts
Inclusion of reason for referral	5 pts
Summary of primary and secondary symptoms	20 pts
TOTAL	40 pts