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PSYX 345.01: Child and Adolescent Psychological Disorders

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UNIVERSITY OF MONTANA
Department of Psychology
Spring Semester, 2014

Psyx345 – Child/Adolescent Psychological Disorders

Instructor: Dr. Greg Machek	M/W/F 11:10 – 12:00
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Course Prefix, Number, Title, and Credit

PSYX 345 Child and Adolescent Psychological Disorders - 3 semester credits

Description

The study of causes, characteristics, assessment, and treatment of emotional, social and intellectual disorders. The age span studied will range from infancy through adolescence.

Prerequisites: Psyx100 (Intro) & Psyx240 (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.

Learning Outcomes

1. Students will be able identify the characteristics for a number of the main DSM-V diagnostic categories for children and adolescents.
2. Students will be able to write critically, and with understanding of methodology, about empirical research in child psychopathology.
3. Students will be able to discriminate between common psychological disorders of childhood and adolescents.
4. Students will be able to list the core, non-diagnostic characteristics of common psychological disorders of childhood and adolescents.
5. Students will be able to list the various etiological factors associated with common psychological disorders of childhood and adolescents.

Required Text and Readings:

Mash, E.J. & Wolf, D.A. *Abnormal Child Psychology (Fifth Edition)* (2013). Belmont, CA: Wadsworth.

Publisher's DSM-V supplement. This supplement is available from the bookstore through an authorization code bundled with your primary text. I will also put an electronic copy on Moodle.

Recommended Text:

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (Fifth ed.). Arlington, VA: Author.

NOTE: Please be aware that the DSM-V is available online at Psychiatryonline.org. If you are on campus, you can access it through the database listing page on the Mansfield Library website. Or, if you are on campus, you could also go straight to Psychiatryonline.org. However, if you are off campus, you must sign into the Mansfield Library website and access it from there (from the database option for PsychiatryOnline).

Online Support:

Additional materials will be available on "Moodle."

Course Evaluation

Tests

The purpose of the four (4) tests 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 open-ended/essay questions. **(please note, below, that there is also a FINAL exam)**

4 tests, 50 points each

Total Test Points - 200

Journal Article Review

You will be asked to write a short (3-5 pages, maximum) paper that reviews an empirical 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 journals. You will be given three or four articles from which to choose. I will provide a detailed format on a Word document, as well, and post it to the Moodle page. These papers should be limited to five pages, double-spaced (Courier, Times Roman, Calibri or Cambria font –10 or 12 point). The paper is due April 9th.

Article Review Due: 4/9/14

Article Review Points - 70

In Class Group Work

Occasionally, the class will be separated into a number of small work groups for the purpose of collaborative learning. This is an important component of this class and attendance and participation will be expected. Assignments will vary, and may include activities such as: discussing case examples, coming up with topic questions for exams, discussing treatment ideas, discussing videos, etc. More information regarding your role in this will be forthcoming.

Special note regarding group-work attendance. Since a portion of your grade will be based on your group work participation, you will want to be present for these sessions. When treatment groups do- or hand in- any assignments, I will ask that group attendance be recorded, and I will base a portion of your participation points on that.

In Class Group Work and Participation Points- 50

Final Examination

The purpose of the final examination is to assess your knowledge of the course content. The format will include multiple choice and possibly open-ended questions.

Final Exam, 100 points

Final Exam – 100

Extra Credit

You will have a choice to earn extra credit; up to 20 points. You can do this by being a research subject in ongoing research done through Psychology Department Faculty and graduate students. I am allowing 10 points for each “credit” (half hour) of research participation, up to a total of 20 possible points (so, basically, if you do just over 30 minutes of research participation, you will get maximum points awarded to you). The system we currently use is SONA, which is an online portal for signing up for research. It can be linked from the main Psych Dept. website, or just go here:

<http://cas.umt.edu/psychology/Undergraduate/SONA%20Research%20Participation.php>

Since all research is voluntary, we need to be fair and offer an extra credit option for those of you who want the extra credit, but who do not want to be a research participant. If this is the case for you, the option for this class is to do another article review. You can choose an empirical article from a peer-reviewed journal that covers research relevant to child and adolescent psychopathology. You can do one of the articles that you did not do for your other article review.

<i>Total Evaluation Activities/ Assignments</i>	<i>Points</i>
Tests (4) (covering readings/lectures/activities)	200
Article Review	70
In Class group Work/Attendance	50
Final Exam on class lectures/discussions/activities/readings	100
Total Course Points	420

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. . . .

Test Policy

Make -up policy: No make-ups will be allowed without *prior* notice. Be prepared to provide (very) reasonable evidence (e.g. doctor's note) for missing an exam.

If you miss a test and do not make arrangements for a make-up, a zero will be entered into calculation of your course grade. It is your responsibility to initiate plans with me for scheduling a make-up.

Plagiarism, Cheating, and General Good Behavior

A warning about plagiarism. Some students are not aware of what plagiarism is and do not know that it is unethical. Plagiarism is the presentation of another person's ideas or writing as one's own (see Student Conduct Code for more information – THIS IS YOUR RESPONSIBILITY)

In this class, both plagiarism and cheating on tests and papers will result, at a minimum, in the assignment of an "F" to the test or paper. I also reserve the right to assign an "F" for the course if either occurs.

It goes without saying that we are all adults and behavior that shows respect for yourselves, your classmates, and the educational process is expected. This is especially important to note in a course that covers more delicate subject matter, such as the mental health issues.

For more information, please consult your Student Conduct Code. It is available online (http://life.umt.edu/vpsa/student_conduct.php) and easily accessible through U of MT's "A to Z" Index on their webpages. Remember that you are responsible to adhere to the standards outlined in that Code.

Additional Notes (many of which can be found in your course catalog, or the online course catalog: <http://www.umt.edu/catalog/>):

1. **Accommodations for students with disabilities:** Reasonable accommodations are available for students who have a disability that is documented through Disability Services for Students (DSS: 243-2243). If you have a disability that necessitates accommodation, it is your responsibility to declare this to me at the beginning of the semester. Please note that I cannot make any special accommodations *unless your disability is documented by the DSS*. Please see *Catalog*.
2. **Pagers and cell phones** are to be turned off during class, please.
3. **Attendance** is not mandatory and role will not be taken during every class. However, your course grade is partially determined by participation in activities during class (for which, obviously, you will need to be present). Further, exams and the final exam, will cover material included in the text,

lecture, videos, guest lectures and group work. My point is that some test material may only be covered in class; if you are not there, you'll miss out.

4. **Courtesy** is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or early, please do so quietly. Similarly, respect for others is imperative. It is expected that everyone will exercise respect for others points of view, as well as the educational process in general.
5. **The instructor reserves the right to change the syllabus if necessary.**
6. The 15th instructional day of the semester is the last day to drop classes on Cyberbear without the instructor's signature. From the 16th to the 30th instructional day, students may drop classes with a drop/add form and instructor signature, and a fee; students in this situation will be evaluated on a case by case basis. After this point, **no petitions to drop the course will be signed and no incompletes will be given except in an emergency situation which is accompanied by a documented justification.** Note that course failure, in and of itself, does not constitute an emergency. There will be no exceptions, so plan accordingly.

Please see the Registrar's website for further information about withdrawals.

7. Departmental and University policies regarding Incompletes do not allow changing "Incomplete" grades after one year has passed since the "I" was granted.
8. In the event that the instructor wishes to disseminate information to the entire class outside of the classroom, an email will be sent to all students' umontana email addresses. It is the students' responsibility to regularly check email at this address.
9. Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the internet (<http://cyberbear.umn.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.

Final Note

The course schedule is subject to minor adjustments, as determined by the instructor.

Week	Date	Topic	Assignment Due	Reading
1	1/27	Course Introduction and Overview		
	1/29	1. Normal & Abnormal Behavior		CH 1
	1/31			
2	2/3	2. Theories and Causes		CH 2
	2/5			
	2/7			
3	2/10	3. Research		CH 3
	2/12			
	2/14		Test 1: CH 1, 2, 3	
4	2/17	No Class on 17th- President's Day 4. Assessment, Diagnosis & Treatment	NO CLASS	CH 4
	2/19		Guest Lecture on Wednesday, 19th	
	2/21			
5	2/24	5. Behavioral Disorders: Attention Deficit/Hyperactivity (ADHD)		CH 5
	2/26			
	2/28			
6	3/3	6. Behavioral Disorders: Conduct Problems		CH 6
	3/5			
	3/7		Test 2: CH 4, 5, 6	
7	3/10	7. Emotional Disorders: Anxiety Disorders		CH 7
	3/12			
	3/14			
8	3/17	8. Emotional Disorders: Mood Disorders		CH 8
	3/19			
	3/21			
9	3/24	9. Developmental and Learning Disorders		CH 9
	3/26			
	3/28		Test 3: CH 7, 8, 9	
10	3/31-4/4	SPRING BREAK		
11	4/7	10. Developmental & Learning Disorders: Autism & Child-Onset Schizophrenia		CH 10
	4/9		Article Review Due	
	4/11	11. Developmental & Learning Disorders: Communication and Learning Disorders	Article Review Due	
12	4/14			CH 11
	4/16			
	4/18			
13	4/21	12. Physical & Mental Health: Health & Substance Abuse		CH 12
	4/23			
	4/25		Test 4: CH 10, 11, 12	
14	4/28	13. Physical & Mental Health:		CH 13

		Eating & Related Disorders		
	4/30			
	5/2			
15	5/5	14. Physical & Mental Health: Child Maltreatment and Non-Accidental Trauma		Ch 14
	5/7			
	5/9			
16	5/12	FINAL EXAM 10:10 – 12:00	Comprehensive: All material	