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PSYX 345.01: Child and Adolescent Psychological Disorders

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PSYX345—Child & Adolescent Psychological Disorders

Spring 2015

Course Location and Time

ISB 110

Monday, Wednesday, & Friday 11:10-12:00pm

Instructor Information

Instructor: Allison Powell

Office: Skaggs Bldg. 368

Email: allison.powell@umontana.edu

Office hours: Monday & Wednesday 12:15-1:15pm or by appointment

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

Deblinger, E., & Runyon, M. K. (2005). Understanding and treating feelings of shame in children who have experienced maltreatment. *Child Maltreatment*, 10(4), 364-376.

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.

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 [Cengage](#). Click on the "Students" dropdown menu, click on "Cengage Brain," and then click on "Get Free Content." At the student companion site you will find excellent strategies to help study text material by chapter.

Course Requirements

1. 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 (Times New Roman, 12 point). Please see appendix for more detailed information.

3. 2 Case Studies (20 points each, 40 points total)

You will develop two case studies 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 (Times New Roman, 12 point). More information is in the appendix.

Assignments:	Points
Exams (3):	300
Journal Article Review:	70
Case Studies (2):	40
Total Course Points:	410

Course Grading Scale

Grades are determined based on straight percentages as follows:

A	= 94-100	C+	= 77-79
A-	= 90-93	C	= 78-76
B+	= 87-89	C-	= 70-73
B	= 84-86	Etc. . . .	
B-	= 80-83		

Extra Credit Opportunity

Psychology is a science built on systematic research of both human and non-human animals. You may earn up to 10 points for either 1) participating in a UM research study or 2) completing a literature review. When participating in the research study, 30-minutes of participation = 1 credit = 5 points in class.

1. Participation in original research. In this option, you will sign up to participate in actual psychology experiments. Individual experiments may range from 1 to 8 credits. Typically, each

credit takes about 30 minutes. Signing up for studies occurs via an online sign-up system. **To sign up, you will need to create an account online. When doing so, please be sure you enter the right course section number, or else you may not be properly credited.** Signing up and checking studies is easy – for directions on how to do this, please go to the [Psychology Undergraduate Program](#) web page. Then click on the link titled “SONA Research Participation.”

Each experiment has a different name. Once you have participated in a specific experiment, you may not sign up for any other experiment with the same name. If you do, you will only receive credit for the first experiment. Some psychological research projects require participants who possess special characteristics. You may have the opportunity to participate in an in-class screening/testing day to be eligible for those experiments. The results of the assessments are confidential, and participation in the screening/testing day is optional.

Your credit will be tracked via the online system – you will be awarded credit for participation within 72 hours of participating by the researcher who was in charge of the study. If you check your credit and it has not been awarded in a timely fashion, **contact the experimenter listed as the contact on the study** to resolve this conflict.

Further, in case it is needed for verification, you will also keep track of your hours on an experiment tracking sheet. Do not lose your tracking sheet. This is your own verification of your participation should any error in tracking occur on the online system.

At the end of the term, your instructor will automatically get your credits from the online system. Note that if you participate in screening day (described above), you will only need to get 6 credits via the SONA system (screening day credits are tracked separately).

2. Reading about original research. In this option, you will find, read, and briefly summarize an original 1-2 page article. Each summary is worth 2 research credits. To get credit, you need to turn the assignment in to me, who will review it and assign credit. (Note: This does not happen on the online system, which is only used for option 1).

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, talking about non-course topics during lectures, entering late or leaving early 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's [Student Conduct Code](#) (SCC) should be reviewed, especially in regards to plagiarism.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification. 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.

Religious Observance

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

Incompletes, Make-Up Procedures, and Late Assignments

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.

Late assignments are accepted, however, there will be a 10% point deduction for each day that it is late.

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 are 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.

Course Schedule

*Subject to change

Week	Date	Topic	Readings & Assignments
1	1/26	Introduction to Course Goals & Requirements	
	1/28	Introduction to Models & Theories of Child Development	Chapter 1
	1/30	Models & Theories of Child Development cont'd	Chapter 2
2	2/2	Developmental Psychopathology	Chapter 3 Case Study "Neesha Wilson"
	2/4	Developmental Psychopathology	Chapter 3
	2/6	Ethics & Interviewing	Chapter 3
3	2/9	Guest Speaker – Dr. James Caringi: The ACE Study	
	2/11	Classification & Diagnosis	Chapter 4
	2/13	Classification & Diagnosis cont'd & Assessment & Intervention	Chapter 4 Hoagwood, et al (2001)
4	2/16	Presidents Day – No Class	
	2/18	Assessment & Intervention cont'd & Multi-tiered Systems of Support	Chapter 4 Bradshaw, Mitchell, & Leaf (2010)
	2/20	Multi-tiered Systems of Support cont'd & Review Day	
	2/23	EXAM 1	
5	2/25	Intellectual Disorders	Chapter 7, pp 95-113
	2/27	Intellectual Disorders	Case Study "Arthur Watson"
	3/2	Learning Disorders (LD)	Chapter 7, pp 113-118 Sorensen, et al (2003)
6	3/4	Autism Spectrum Disorders (ASD)	Chapter 8
	3/6	Autism Spectrum Disorders (ASD)	Chapter 8
	3/9	Autism Spectrum Disorders (ASD)	Chapter 8 Schoen (2003)
7	3/11	Attention Deficit/Hyperactivity Disorder (ADHD)	Chapter 9
	3/13	Attention Deficit/Hyperactivity Disorder (ADHD)	Chapter 9
	3/16	Attention Deficit/Hyperactivity Disorder (ADHD)	Chapter 9
8	3/18	Oppositional Defiant Disorder (ODD) & Conduct Disorder (CD)	Chapter 10 CASE STUDY 1 DUE
	3/20	ODD & CD cont'd	Chapter 10 Case Study "Vang"
	3/23	ODD & CD cont'd	Chapter 10
9	3/25	Review & Case Studies	
	3/27	EXAM 2	
	3/30	Spring Break	
10	4/1	Spring Break	
	4/3	Spring Break	
	4/6	Anxiety Disorders	Chapter 11
11	4/8	Anxiety Disorders	Chapter 11

Week	Date	Topic	Readings & Assignments
	4/10	Anxiety Disorders	Chapter 11 Podell, et al (2010)
12	4/13	Mood Disorders	Chapter 12
	4/15	Mood Disorders	Chapter 12
	4/17	Mood Disorders	Case Study "David Steele"
13	4/20	Self-Harm & Suicidality	Chapter 12, pp 231-235 Ougrin, et al (2012) Miller, et al (2009)
	4/22	Maltreatment and Trauma- and Stressor-Related Disorders	Chapter 13
	4/24	Maltreatment cont'd	Chapter 13 JOURNAL ARTICLE REVIEW DUE
14	4/27	Maltreatment cont'd	Deblinger & Runyon (2005)
	4/29	Eating Disorders	Chapter 15
	5/1	Eating Disorders	Chapter 15 Case Study "Sarah Burke" CASE STUDY 2 DUE
15	5/4	Prevention & Intervention Programs	Reddy, et al (2004) Webster-Stratton, Reid & Stoolmiller (2008)
	5/6	Prevention & Intervention Programs cont'd	
	5/8	Review Day & Case Studies	
	5/14	EXAM 3 10:10-12:10	

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):	10 pts
Discussion of purpose of research:	10 pts
Discussion of methods & samples:	10 pts
Discussion of results:	10 pts
Critique:	30 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 (1-2 pages) 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. Please use the template provided on Moodle.

Information to Include (see Template)

1. Client information (age, birthdate, sex, grade, school, etc.)
2. Referral problem
3. Development & Educational History
4. Family History
5. Summary of Primary Symptoms

Your case study should be no more than 2 pages in length, typed, single-spaced, and 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:	5 pts

TOTAL: 20 pts

**Literature Review
Alternate Assignment**

The intent of the research requirement is to provide you with first-hand experience with human psychological research.

Requirements

As an alternative to serving in experiment(s), you may read a brief article (called a “comment”) in the most widely-read psychology journal in the world, *American Psychologist*. Each comment is a psychological commentary on an original article that appeared in a prior issue of the journal. The comments are around one to two pages long. We feel that by reading a comment, you will get an insider’s perspective on psychological issues and research, as well as understand a little bit about the original article itself.

After reading the comment (we discuss below how to find the specific comment), you will write a brief double-spaced, one-page review on that comment. You will receive 2 experimental credits per review/article. This should take you approximately one hour to one hour and 15 minutes total, which is equivalent in time to doing a research study (accounting for extra time involved in signing up, etc.)

You may fulfill as few or as many of your 2 experimental credit requirements as you wish by writing literature reviews of each comment. You may choose this option at any point during regular classes as long as you hand in the summaries to me in lecture. The deadline for literature reviews is the last class before finals week.

Please note that you must also provide an estimate of how much time you worked on the review to get credit.

You can get your research comments on any university computer, by following the directions below:

1. Go to the Mansfield Library’s [Research Tools](#) page (or go to UM’s library website and navigate to the research page)
2. Click on “Database A-Z list”
3. Click “p” tab
4. Click “psychinfo” database
5. On the first line of “boxes,” type “American Psychologist” in the first box
6. On the first line of “boxes,” use the arrow tab to choose “journal name” or “journal title” (or equivalent) in the fourth box
7. On the second line of “boxes,” type “comments” in the first box
8. On the second line of “boxes,” use the arrow tab to choose “anywhere” in the fourth box

Steps 5-8 should look like this when you are finished:

American psychologist	or		or		Journal Name, JN=
comments	or		or		Anywhere

9. Then click the green “search” button
10. Use the “next” button at the top (if necessary) to scroll through pages to find a comment that was written from [January to March] of the closest calendar year. Note: Although thousands of comments may come up, you should only use comments in your month range from the closest

calendar year. You are not allowed to use “older” comments that are over a year old, unless no comments exist in your year for your month range. (This saves you time looking through thousands of comments. You need only scroll to the closest set of comments in your month range, and choose from those.) In the event that the closet calendar year does not contain any comments in your month range, proceed to the next closest calendar year by scrolling through the pages (hitting “next”) and find a comment within your month range from that year. (It is unlikely that no comments will exist in your month range for a given calendar year.)

11. Once you choose a comment, click on the “Full-Text PDF” button that will bring up the comment. Note that the comment will appear as it does in the journal, e.g., it will not necessarily start at the top of the first page and often extends to a second page.
12. Ensure that it is in fact a comment – it should be a short piece written in critique of some other prior article. Some short things are obituaries, awards, book reviews, etc., and you cannot review those. And you cannot use a full-length article (usually 8-15 pages).
13. Print and read the comment, and then write your review!
14. Note: If you are writing more than one comment, and this selection process leads to the exact same comment you have already written about before, then follow the procedure in step 10 until you find a different comment. You are not allowed to turn in a summary of the same comment more than once for credit.

The Review

An adequate summary should be roughly one page (at least), double-spaced, in 12 font with one-inch margins.

1. At the top of the page in the right hand column, provide your name, student ID number and your instructor.
2. Summarize the main points of the comment. What was the part of the original article that the authors liked or disliked? What were the main objections or praises the authors raised about the original article?
3. If you have time left over (that is, you have not exceeded 1 hour and 15 minutes total time from starting to look for the article to finishing your report), then add a brief discussion of your own opinion of the author’s comments. Do you think they were correct? Did what they say make sense?
4. Attach a copy of the ENTIRE COMMENT to the back of your review. Finally, and importantly, at the end of the review, attach this sheet and write in an estimate in the blank below:
“I estimate that I worked _____ hours on this review.” This estimate should be as accurate as possible, and you will not get credit without it.

Your essay should be written in complete, grammatically correct sentences without spelling errors.