PSYX 536.01: Advanced Child and Adolescent Psychopathology

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Advanced Child and Adolescent Psychopathology

Course Information
Location: Skaggs 303  
Time: Monday & Wednesday 11:10 – 12:30pm

Instructor Information
Instructor: Greg Machek, Ph.D.  
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Office: Skaggs Building, Room 240  
Office hours: Monday & Wednesday 10:00 – 11:00am

Course Description
Psyx 536 is a graduate-level overview of common child and adolescent psychopathologies, such as autism, ADHD, anxiety and depression, and eating disorders.

Course Objectives
Major learning components include the understanding of epidemiology, etiology, accompanying characteristics, and relevant diagnostic criteria for the various disorders. Thus, a primary goal of this course is to supply you with the necessary knowledge to distinguish among the major mental disorders commonly seen in children and adolescents. Additionally, we will survey some treatment components and assessment techniques, as these are intricately tied to our knowledge about the nature of any given disorder (however, this course does not presume to be a “treatment” or “assessment” course). In addition, for each disorder, we will discuss the relevant educational (IDEA) categories under which children with each disorder might be served in the school system.

NASP Training Domains Covered
This course covers the following NASP training domains (objectives):

- 2.1 (systems of classification; evidence based assessment); 2.2 (Provides an understanding of the nature, etiology, and txmnt approaches which serve as a basis for consultation); 2.3 (Provides an understanding of the nature, etiology, and txmnt approaches which serve as a basis for academic consultation, particularly in understanding challenges to academic competence); 2.4 (Discusses adaptation aberrations relevant to social development); 2.6 (Covers early identification of symptoms/characteristics of disorders); 2.7 (Provides an understanding of the nature, etiology, and txmnt approaches which serve as a basis for parent consultation and home-school collaboration); 2.8 (Approaches disability in a developmental context)

Course Format
As a survey course, lecture presentations will be a component. However, since your text and other assigned readings cover a vast amount of content, I obviously cannot (and do not intend to) repeat much of the material in the assigned readings. However, I would like informed discussions regarding the
reading material to be a major component of the class. One of your jobs, then, is to read carefully and critically, identifying main points and bringing questions and/or comments about the readings to class. **(Note: for each reading, identify 3 points of interest to you that could be discussed. We will not cover ALL of these for EVERY class, but it helps keep everyone engaged in the readings and cuts down on awkward silences. I hope. I “may” ask you to send in these questions and comments prior to each class if it appears that participants are not coming prepared.** I would also like to encourage as much discussion as possible. Finally, there will be times for in-class group work and subsequent discussion, mainly revolving around case studies.

**Required Texts**


*Note: in this syllabus, when I simply say, “text,” I am referring to this book.*


**NOTE:** The text is available online.

**Additional Readings**

Readings from relevant journals or other books are listed at the end of the syllabus and are available on the Moodle system. All readings will be posted in advance. I have posted not only your “required” readings, but most of the “recommended readings,” as well.

**Grading/Evaluation**

Multiple processes of evaluation will occur for this course. I assume that adequate engagement in the text and DSM-IV will lead to an in-depth and lasting (long-term memory) understanding of basic diagnostic criteria and characteristics. Additionally, I assume that another essential measure of your having met the objectives of this course is your ability to synthesize the material you have learned and to present your ideas to others (orally and in writing). With this in mind, evaluation of your progress will be through the following components:

**35% Quizzes**

There will be 3 “quizzes” during the course of the semester. They will likely be short answer and will assess your knowledge of diagnostic criteria, as well as other characteristics associated with the disorders we cover. Quiz dates are in large, **bold** print in the “course schedule,” below.

**25% Final Paper**

You will be asked to write a research paper. The goal of this paper is to present a thorough review of one of the major topics in the field of psychopathology. Page length is largely up to you, though it should be AT LEAST 12 pages (not including title page & references). Feel free to make it longer.

Papers need to be in APA style. If you do not have the latest manual (currently, the 6th Edition), you can get it from the library, and there is also one available in the CPC, as well as the School Psychology common room (rm. 365). I will note that this text should be part of your graduate school collection, so please consider purchasing it if you have not already. In addition to the “real” APA manual, brief overviews of APA style exist on the web, and some may be helpful in covering the basics; [here is a popular online writing lab](#) that covers a lot of what you will need when writing your paper.
Again, however, this is likely not a reasonable substitute for actually possessing the actual manual.

I would like to meet with everyone, individually, by March 8th (a Friday), to go over your topics. When we meet, please provide a written overview of your topic that does not exceed 2 pages in length. You may schedule this meeting with me at any time before the 8th. The Final Paper is due Friday, May 3rd, by midnight. All late assignments will be docked 10% for each day late, and this does include weekend days.

**Some possible topics include:**
- Social Information Processing styles of reactive and proactive aggressors
- Pharmacological treatment of Anorexia and/or Bulimia nervosa
- Parent management training for children with conduct problems
- Predicting later psychopathology from early attachment patterns
- Peer influences on adolescent-limited path conduct disordered youth

There are literally hundreds and hundreds of viable possibilities. I would be happy to discuss any with you, or help you gain some specificity on your topic if you talk to me about some of your general interests. Remember, research papers are generally limited in scope and should be based almost exclusively on peer-reviewed articles in searchable databases, such as PsychInfo. If you are not familiar with how to access the library databases, let me know! We can go over it as a class, or individually. Also, an excellent resource for looking at topics and pertinent references is your textbook. It is one of the most comprehensive and well-respected on the market: use it as a resource to track down articles related to your topic and to get a better understanding about how to organize your paper.

**15% Presentation of Final Paper**
In the final weeks of class, you will make a 20 minute presentation on the topic area of your paper. A major consideration for your presentation will be to keep within the time limit; please prepare with the time constraint in mind. You are expected to use PowerPoint for this presentation or another type of visual scaffolding for your peers. I would also encourage you to bring handouts to your audience.

**15% Course Participation**
Thoughtful questions and relevant comments on the topics at hand will be important for establishing that you have an understanding of the material in class and are being an active participant in the learning process (as stated before, for each reading, identify three [3] points of interest to you).

Of course, participation during in-class activities is also expected. These will vary, but could consist of activities such as informal case consultations in which you will receive a clinical case description and you will develop diagnostic hypotheses, or include in-class construction of basic treatment approaches.

**10% Article Moderation**
Beginning the fourth week of class (Wednesday, 2/20), each of you will moderate on an empirical article relevant to that week’s topic. Please choose an article from a peer-reviewed psychology journal. If you are unsure of which journals may be the most relevant/helpful, look at the titles of the journals in the readings I have assigned. As a rule, most journals that you will access through a PsychInfo database search will be peer reviewed. If you have doubts or questions, please ask me.

The topic of your article should be in line with the disorder/topic being covered that week (so, if your article falls during the week we are covering Depression, it should be on/related to that topic). Again, it should be empirical in nature. In other words, it should report on the results of empirical research,
which informs us about the nature of the disorder, its assessment, or its treatment, etc. Besides looking
research up in the electronic library databases (PsychInfo, Academic Search Premiere, PsycArticles, etc.),
perusing the textbook for relevant cites, and looking at the citations in the reference lists of other
related articles is often a very helpful route.

These presentations should be brief (10-15 minutes) and touch upon:

- Main research question(s)
- Methodological summary, including participants
- Results
- How these results inform our understanding of the particular disorder
- Any critique you feel is relevant

Although brief, you are expected to demonstrate a command of the article’s content and relay its
relevance to your colleague’s in a professional manner. Additionally, it is expected that you accompany
your brief presentation with a handout that succinctly covers the above areas. Use of headings on your
handouts is expected and helps make the information clearer for others. Be prepared to moderate a
discussion with, and/or field questions from, your colleagues as well.

Course Guidelines

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.

Academic Misconduct
You are expected to adhere to the university’s Student Conduct Code with regard to academic integrity.
Academic misconduct in this course will result in an academic penalty commensurate with the offense
as well as possible disciplinary action by the university.

Incompletes
Departmental and university policies regarding incompletes do not allow changing “incomplete” grades
after one year has passed since the “I” was granted.

Pass/No Pass
This course is not available to take as Pass/No Pass.

Drops
Instructor permission is required to drop this course once the 15th day of instruction has passed.

Course Schedule

Week 1 (1/28 & 1/30)

Monday: Introduction/Syllabus

- **Readings**
  Chapter 1 of text
  
  

- **Recommended**
  
  
  
  

**Week 2 (2/4 & 2/6)**
Etiological Factors in Childhood Psychopathology and the Developmental Psychopathology Perspective

**Monday:** Etiological Factors in Childhood Psychopathology and the Developmental Psychopathology Perspective

- **Readings**
  
  Ch 1 of text, continued
  
  
  

**Wednesday:** Diagnosis and Classification Issues, DSM-IV, Educational (IDEA) Classification

- **Readings**
  DSM IV – Introduction, xxiii – xxxv; Use of the Manual, etc.: pp. 1-37


- **Please skim over this**

  Familiarize yourself with the disability categories that can be used in education. [Here is a reader-friendly link on general IDEA categories](#).

- **Recommended**


**Week 3 (2/11 & 2/13)**

ADHD
Monday: ADHD/Guest Speaker—Dr. Cameo Stanick

- **Readings**
  
  Ch. 2 of text
  
  DSM-IV, pp. 85-93


  *Please be prepared to critique and discuss this article*


Wednesday: Movie on ADHD management in the classroom (time-permitting)

- **Readings**


- **Recommended**


**Week 4 (2/18 & 2/20)**

Conduct Problems

**Monday: No Class—President’s Day**

**Wednesday:** Conduct Problems, Article Presentation #1

- **Readings**

  Ch. 3 of text
DSM-IV, pp. 93-103


• Recommended


Week 5 (2/25 & 2/27)
Anxiety Disorders

Monday: Reminder: If you have not yet talked to me about your paper topic, please do so by 3/18/13 (next week).

• Readings
Ch. 3, cont.


• Recommended


Wednesday: QUIZ #1

- **Readings**
  - Ch 6; ALSO, read Ch. 7 on PTSD
  - DSM-IV, pp. 429-484 (focus on those also included in your text); & pp.121-130.

- **Recommended**

**Week 6 (3/4 & 3/6)**

Anxiety Disorders & Mood Disorders

**Monday:** Treatment Approaches for Anxiety (or, anxiety basics, cont.)

- **Readings**
  - Friedberg, R. D. & McClure, J. M. Text, Ch. 12: Working With Anxious Children and Adolescents

**Wednesday:** Mood Disorders

- **Readings**
  - Ch. 5
  - DSM-IV, pp. 345-428 (please skim criteria- ignore postpartum, if you like...)
Week 7 (3/11 & 3/13)
Mood Disorders

Monday

- **Readings**


Wednesday

- **Readings**
  Ch. 8 of your text (social withdrawal)


Week 8 (3/18 & 3/20)
Mental Retardation

Monday

- **Readings**
  Ch. 11

  DSM-IV, pp. 41-48

Wednesday: **QUIZ #2**

Week 9 (3/25 & 3/27)
Health-related and substance abuse disorders

Monday

- **Readings**
  Ch. 4

  DSM-IV, pp. 212-223.

**Wednesday:** Health-related and substance abuse disorders, cont.

- **Readings**
  - Ch. 16 of your text
  - DSM-IV, pp. 116-120


**Week 10 (4/1 & 4/3)**

**No Class—SPRING BREAK**

**Week 11 (4/8 & 4/10)**

**Monday**

- **Readings**
  - DSM-IV, pp. 69-84

  Ch. 9 of text

  Look over this and print for your reference:
  NEA: The Puzzle of Autism: Please download from: www.nea.org/assets/docs/autismpuzzle.pdf


**Wednesday**

- **Readings**
  - Ch. 9, cont.

Movie: Treatment of Autism

Week 12 (4/15 & 4/17)
Autism & Eating Disorders

Monday: Autism: Presentation on the ADOS
Wednesday: Eating Disorders & QUIZ #3

- Readings
  Ch. 15 of text


Week 13 (4/22 & 4/24)
Eating Disorders, cont. & Child Maltreatment

- Readings
  Ch. 14 (Child Maltreatment, in your text & reacquaint with Axis IV of the DSM-IV)

Week 14 (4/29 & 5/1)
Presentations

Paper Due 5/3 (Friday)

Week 15 (5/6 & 5/8)
Presentations

****Please note that this syllabus is a guideline, and it is possible that scheduling and/or reading changes could occur