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PSYX 345.01: Child and Adolescent Psychopathology

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Child and Adolescent Psychopathology (Psyx 345)

Spring 2016

Course Location and Time

Interdisciplinary Science Building, Room 110
Monday, Wednesday, Friday 11:10am-12:00pm

Instructor Information

Instructor: Jessica Peatee, M.A.
Phone: 419-367-1726
Email: jessica.peatee@umontana.edu
Office: Skaggs 368
Office hours: Tuesday, Thursday 9:30am-11:00am or by appointment

Course Overview

This class is intended to introduce you to research, theories and practices in child and adolescent psychopathology. You will become familiar with relevant information about deviations from normal development, and ways to conceptualize, assess and treat psychopathology. It is important for you to know that completion of a course in normal developmental psychology is a prerequisite for enrollment in this class.

Course Objectives

1. Understand basic scientific knowledge, terminology, methods, research results, theories and practices concerning developmental psychopathology from birth through adolescence.
2. Understand relationships between scientific research and practical applications in the area of child and adolescent psychopathology.
3. Acquire a basic understanding of the development, purpose, format, and principals behind the Diagnostic and Statistical Manual V (DSM-V)
4. Acquire diagnostic knowledge of child and adolescent psychological disorders including core diagnostic features, associated features, prevalence, course and development, etiology, and treatment.
5. Acquire critical thinking skills in interpreting research, the diagnostic process, and considering treatment in developmental psychopathology.
6. Analyze current issues and controversies regarding developmental psychopathology.

Required Materials for this Course

Mash, E.J. & Wolfe, D.A. (2016). *Abnormal Child Psychology*, 6th Edition. Belmont, CA: Wadsworth/Cengage.

In addition to your purchase of the physical book, an e-book, study guide, practice tests, associated information and links are available to you at the textbook publisher's website. A card accompanying your textbook purchase contains instructions about accessing the website.

Recommended Texts (Not Required):

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing

American Psychiatric Association. (2013). *Desk reference to the diagnostic criteria from DSM-5*. Washington, DC: American Psychiatric Publishing.

Participation/Attendance

Class meetings will follow both lecture and discussion formats and your active participation is strongly encouraged. You are expected to read the assigned textbook chapters for the week prior to coming to class. You should come to class prepared to participate with questions and comments from readings. Some test material may only be covered in class; if you are not there, you will miss important content. I do not keep track of attendance. However, it is strongly recommended.

Moodle

This syllabus, an updated record of your grades, class lecture notes, and instructions for all class assignments (as well as other important material) is available to you on the Moodle class website. You may access this by going to the UM home page, clicking the UM Online tab, and logging in using your UM NetID and password. Technical assistance is available to you via [UM IT Support](#) or [umonline-help@umontana.edu](mailto:help@umontana.edu) or 406-243-4999.

Quizzes

There will be a total of 10 quizzes throughout the semester on diagnostic criteria of DSM-V disorders. Each quiz will consist of 10 fill-in-the blank questions, in which you will be asked to recall diagnostic criteria for 1 or 2 disorders. Each quiz will occur at the end of the week, after the diagnostic criteria have been covered in lecture. These quizzes are meant to help you to become familiar with diagnostic criteria of the disorders covered throughout the semester, and to encourage you to study for larger exams gradually.

Exams

Exams will consist of multiple choice and short answer questions. There will be three exams throughout the semester, and each test will count for 10% of your overall course grade. Make-up exams will be arranged only for reasons of illness or previously excused absence. Prior to each test a study guide, which highlights topics covered on the test, will be posted on the Moodle class website. The **Final Exam** will also consist of multiple choice and short answer questions, and will count for 25% of your course grade.

Case Formulation Paper 1

The Case Formulation Paper 1 is a collaborative problem-solving exercise that you and two other students will work on together. Specific instructions for this assignment will be available on Moodle. Instructions will include summaries of several clinical cases, in which the background and current symptoms of a child or adolescent are described. Your group will be assigned to work with one specific clinical case from the assignment instructions. You and your team will be required to write a report in which you will identify a diagnosis for the child/adolescent, discuss potential causes or a developmental path in which the disorder may have developed for that child/adolescent, and make treatment recommendations for the child/adolescent. While everyone will participate in all parts of the case formulation, individuals will be responsible for their own portions of the report and graded individually. The report will consist of three sections: the diagnosis (and assessment); the etiology (history and underlying causes); and the treatment plan. Each section will be 1.5-2 pages each, for a total of 4.5-6 pages per report. The three-student teams responsible for each report will be created in class. Grading rubric for this assignment is included at the end of this syllabus, and should be torn off and attached to your paper when you turn it in, in class.

Case Formulation Paper 2

The Case Formulation Paper 2 is an individual problem-solving exercise. Specific instructions for this assignment will be available on Moodle. Instructions will include summaries of several clinical cases, in which the background and current symptoms of a child or adolescent are described. You will be assigned to work with one specific clinical case from the assignment instructions. You will be required to write a report in which you will identify a diagnosis for the child/adolescent, discuss potential causes or a developmental path in which the disorder may have developed for that child/adolescent, and make treatment recommendations for the child/adolescent. The report will consist of three sections: the diagnosis (and assessment); the etiology (history and underlying causes); and the treatment plan. Each section will be 1.5-2 pages each, for a total of 4.5-6 pages per report. Grading rubric for this assignment is included at the end of this syllabus, and should be torn off and attached to your paper when you turn it in, in class.

Extra Credit Opportunity

Psychology is a science built on systematic research of both human and non-human animals. You may earn up to 60 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 = 10 points in class.

1. Participation in original research. In this option, you will sign up to participate in 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 (SONA). 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 following web page: [SONA](#). You will need to use your Firstname.Lastname@umontana.edu account info, or else it will not work.

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.

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).

Grading

Grades will be determined from performance on:

- Quizzes: 10 points each
- Exams: 100 points each
- Final Exam: 250 points
- Case Formulation Paper 1: 150 points
- Case Formulation Paper 2: 150 points
- Class Participation: 50 points
- Total: 1,000 points

Your course grade will correspond to total points as follows (depending on how you are registered to take the course):

Standard Grading Scale

A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 0-599

Pass/Fail Grading Scale

Pass = 600-1000

Fail = 0-599

Course Guidelines and University Policies

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

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). 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. If you have specific questions regarding plagiarism, and/or how to avoid plagiarizing in your assignments, please contact the instructor to set up an appointment. In this class, both plagiarism and cheating on tests and papers will result, at minimum, in the assignment of an "F" to the test or paper. I reserve the right to assign an "F" for the course, if either occurs.

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). Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted. 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 to silent and put away before class. If you have an emergency or important reason to have your cell phone on in class, please speak to me about the reason beforehand. You are welcome to step out of the classroom to answer a phone call, if it is an emergency. The use of computers during class to take notes or to use electronic articles and PowerPoint is encouraged. If you are using your computer for personal reasons during class, I will not be monitoring your activities. I expect that you take responsibility for your own actions and education, at this point in your academic career. I will speak with you, if I feel that your use of computers is detracting from your learning or becomes distracting to other students. I 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.

University Drop Dates and Deadlines

Instructor permission is required to drop this course once the 15th day of instruction has passed. For more information on deadlines and drop dates, please go to the [Registrar’s Office website](#).

Course Questions/Issues

If you find that you have questions about the material covered, or problems in any other aspect of the course, I encourage you to meet with me.

Course Schedule Spring 2016

Date	Lecture Topics	Readings/Assignments
Week 1: Jan. 25-29	Jan 25: Class Orientation/Syllabus Jan 27 & 29: Introduction to Normal and Abnormal Behavior in Children and Adolescents	Chapter 1
Week 2: Feb. 1-5	Feb 1 & 3: Theories and Causes (Developmental Psychopathology Perspective) Feb 5: Research Methods	Chapter 2 & 3
Week 3: Feb. 8-12	Feb 8: Research Methods Feb 10 & 12: Assessment, Diagnosis, and Treatment	Chapter 3 & 4
Week 4: Feb. 15-19	Feb 15: President's Day—No Class ☺ Feb 17: Assessment, Diagnosis, and Treatment Feb 19: TEST 1; Chapters 1-4	Chapter 4
Week 5: Feb. 22-26	Feb 22 & 24: Intellectual Disability Feb 26: Quiz 1 (ID) & Treatment	Chapter 5
Week 6: Feb. 29-March 4	Feb 29: Autism Spectrum Disorder Mar 2: Child Onset Schizophrenia Mar 4: Quiz 2 (ASD & COS) & Treatment	Chapter 6
Week 7: March 7-11	Mar 7 & 9: Communication and Learning Disorders Mar 11: Quiz 3 (Communication and Learning Disorders) & Treatment	Chapter 7
Week 8: March 14-18	Mar 14 & 16: ADHD Mar 18: Quiz 4 (ADHD) & Treatment	Chapter 8
Week 9: March 21-25	Mar 21: TEST 2; Chapters 5-8 Mar 23: Conduct Problems Mar 25: Quiz 5 (ODD & CD) & Conduct Problems	Chapter 9
Week 10: March 28-April 1	Mar 28 & 30: Depressive and Bipolar Disorders April 1: Quiz 6 (Depressive & Bipolar Disorders)	Chapter 10 *Case Formulation Paper 1 Due April 1
Week 11: April 4-8 Spring Break	Spring Break--No Classes ☺	
Week 12: April 11-15	April 11 & 13: Anxiety and Obsessive Compulsive Disorders April 15: Quiz 7 (Anxiety and Obsessive Compulsive Disorders)	Chapter 11
Week 13: April 18-22	April 18 & 20: Trauma and Stressor Related Disorders April 22: Quiz 8 (Trauma and Stressor Related Disorders)	Chapter 12
Week 14: April 25-29	April 25: TEST 3; Chapters 9-12 April 27: Health and Substance Use Disorders	Chapter 13

Date	Lecture Topics	Readings/Assignments
	April 29: Quiz 9 (Health and Substance Use Disorders)	
Week 15: May 2-6 Last week of Class	May 2 & 4: Feeding and Eating Disorders May 6: Quiz 10 (Feeding and Eating Disorders) & Exam Review	Chapter 14 *Case Formulation Paper 2 Due May 2nd
Week 16: May 9-13 Finals Week	TBA Final Exam; Chapters 13 & 14	

****Important Note****

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. One of these circumstances is that someone finds a mistake on the syllabus! If (when?) this happens, I will update the syllabus and notify you about this via email. It is possible that a test date will change if we have not yet covered the material. I will notify you at least two class sessions in advance.

Case Formulation Paper 1 Grading Rubric

Student Name:

_____/25

Overall Mechanics & Grammar: Sentence structure, grammar, spelling, punctuation, typographical errors, word choice, and APA style errors and citations.

_____/50

Following Instructions and Organization: Use of opening and closing paragraphs with logical flow, labeled sections and author identified, name of case identified, each section is 1½-2 pages, double spaced, appropriate use of lecture/textbook information, overall consistency with the group's conclusions, organization and logical development of ideas, APA style reference page included.

_____/75

Depth of Understanding and Content: Overall quality of content and demonstration of knowledge in the assigned section. Please mark the section below that you are responsible for writing. See descriptions of section expectations below:

_____ Diagnosis is reasonable. The diagnostic criteria are summarized. The child's actual characteristics are described as either consistent with the diagnostic criteria or, if a characteristic is inconsistent with the diagnosis, this is noted. Additional information that is "missing" from the case history is identified as necessary for an accurate diagnosis. Alternative or additional diagnoses are named as possibilities, if appropriate.

_____ Etiology goes beyond summarizing history. Places history in context of what is known in general about the etiology of the diagnoses identified in the previous section (e.g., protective factors, risk factors, developmental pathways).

_____ Treatment recommendations are consistent with the diagnoses that were made, with specific etiological or contextual information contained in the case summary, and with the textbook and/or lecture information. Multiple treatments/interventions (including those targeting the parents and family) are recommended, if appropriate. Specific treatments are summarized, not simply named.

_____/150

Total Points

Case Formulation Paper 2 Grading Rubric

Student Name:

_____/25

Overall Mechanics & Grammar: Sentence structure, grammar, spelling, punctuation, typographical errors, word choice, and APA style errors and citations.

_____/50

Following Instructions and Organization: Use of opening and closing paragraphs with logical flow, labeled sections and author identified, name of case identified, each section is 1½-2 pages, total of 4.5-6 pages overall, double spaced, appropriate use of lecture/textbook information, overall consistency throughout paper, organization and logical development of ideas, APA style reference page included.

_____/75

Depth of Understanding and Content: Overall quality of content and demonstration of knowledge in each section. See descriptions of section expectations below:

Diagnosis is reasonable. The diagnostic criteria are summarized. The child's actual characteristics are described as either consistent with the diagnostic criteria or, if a characteristic is inconsistent with the diagnosis, this is noted. Additional information that is "missing" from the case history is identified as necessary for an accurate diagnosis. Alternative or additional diagnoses are named as possibilities, if appropriate.

Etiology goes beyond summarizing history. Places history in context of what is known in general about the etiology of the diagnoses identified in the previous section (e.g., protective factors, risk factors, developmental pathways).

Treatment recommendations are consistent with the diagnoses that were made, with specific etiological or contextual information contained in the case summary, and with the textbook and/or lecture information. Multiple treatments/interventions (including those targeting the parents and family) are recommended, if appropriate. Specific treatments are summarized, not simply named.

_____/150

Total Points