PSYX 345.01: Child Adolescent Psychological Disorders

Greg Machek
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Psyx345 – Child/Adolescent Psychological Disorders
Spring Semester, 2017

Course Location and Time
Classroom: Education 214
Tuesday and Thursday 12:30-1:50

Instructor Information
Instructor: Dr. Greg Machek
Office: Psychology Dept., Skaggs Bldg - Room 240
Office hours: Monday 1:00-2:00 and Wednesday 10:00 – 11:00
Email: greg.machek@umontana.edu

Course Prefix, Number, Title, and Credit
PSYX 345 Child and Adolescent Psychological Disorders - 3 semester credits

Prerequisites
Psyx100 (Intro) & Psyx240 (Child Development)

Course Description
Child and Adolescent Psychological Disorders is the study of causes, characteristics, assessment, and treatment of emotional, social and intellectual disorders. The age span studied will range from infancy through adolescence.

NOTE: In addition to meeting a requirement for psychology majors, the material covered in this course constitutes a part of an interdisciplinary minor offered at UM. If you wish to find out more about the minor in Human and Family Development, it is described in the UM catalog and at the HFD Website. There are many courses focusing on human and family development at UM. A full list of courses can be found on the HFD website.

Course Objectives
1. To adopt and 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 to 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

Recommended Text

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 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 Requirements

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.

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.

Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Total Evaluation Activities/Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (4) (covering readings/lectures/activities)</td>
<td>200</td>
</tr>
<tr>
<td>Article Review</td>
<td>70</td>
</tr>
<tr>
<td>In Class group Work/Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam on class lectures/discussions/activities/readings</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>420</strong></td>
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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 Guidelines and Policies

**Make-up exams**
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.

**Academic Integrity**
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. Plagiarism is an example of academic dishonesty and will be handled accordingly. If you have questions about what might constitute plagiarism, please let me know. It is your responsibility to be familiar with the [Student Conduct Code](#).

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.

**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.

**Pagers and Cell Phones**
Pagers and cell phones are to be turned off during class, please.

**Attendance**
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.

**Classroom Courtesy**
*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.

**Course Drop**
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.

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 Cyberbear to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.
**Incompletes**
Departmental and University policies regarding Incompletes do not allow changing “Incomplete” grades after one year has passed since the “I” was granted.

**Email**
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.

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

**Tentative Course Schedule**
**The instructor reserves the right to change the syllabus if necessary**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Course Introduction and Overview</td>
<td></td>
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<tr>
<td></td>
<td>1/26</td>
<td>1. Normal &amp; Abnormal Behavior</td>
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<td>CH 1</td>
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<tr>
<td>2</td>
<td>1/31</td>
<td>2. Theories and Causes</td>
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<td>CH 2</td>
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<tr>
<td>3</td>
<td>2/7</td>
<td>3. Research</td>
<td></td>
<td>CH 3</td>
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<tr>
<td>4</td>
<td>2/14</td>
<td>4. Assessment, Diagnosis &amp; Treatment</td>
<td>Test 1: CH 1, 2, 3</td>
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<td>5</td>
<td>2/16</td>
<td>5. Intellectual Disability</td>
<td></td>
<td>CH 4</td>
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<tr>
<td>6</td>
<td>2/28</td>
<td>6. Autism/ASD</td>
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<td>CH 5</td>
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<tr>
<td>7</td>
<td>3/2</td>
<td>7. Communication &amp; Learning Disorders</td>
<td>Test 2: CH 4, 5, 6</td>
<td>CH 6</td>
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<tr>
<td>8</td>
<td>3/7</td>
<td></td>
<td></td>
<td>CH 7</td>
</tr>
<tr>
<td>9</td>
<td>3/14</td>
<td>8. ADHD</td>
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<td>CH 8</td>
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<tr>
<td>10</td>
<td>3/21</td>
<td>SPRING BREAK</td>
<td></td>
<td>CH 9</td>
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<tr>
<td>11</td>
<td>3/28</td>
<td>ADHD, cont.</td>
<td></td>
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<td>12</td>
<td>3/30</td>
<td>9. Conduct Problems</td>
<td>Test 3: CH 7, 8, 9</td>
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<td></td>
<td>4/4</td>
<td>10. Depressive and Bipolar</td>
<td>Article Review Due</td>
<td>CH 10</td>
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<tr>
<td>13</td>
<td>4/11</td>
<td>11. Anxiety and OCD</td>
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<td>CH 11</td>
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<tr>
<td>14</td>
<td>4/13</td>
<td>12. Trauma &amp; Stressor</td>
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<td>CH 12</td>
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<td></td>
<td>4/25</td>
<td></td>
<td>Test 4: CH 10, 11, 12</td>
<td>CH 13</td>
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<td>Reading</td>
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<td>15</td>
<td>4/27</td>
<td>13. Health &amp; Substance Related Disorders</td>
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<td>CH 13</td>
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<tr>
<td>16</td>
<td>5/4</td>
<td>14. Feeding &amp; Eating</td>
<td></td>
<td>CH 14</td>
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<tr>
<td>16</td>
<td>5/11</td>
<td>FINAL EXAM 1:10-3:10</td>
<td>Comprehensive: All material</td>
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