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PSYX 345.01: Child and Adolescent Psychological Disorders

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Psyx345 – Child/Adolescent Psychological Disorders

Fall Semester, 2017

Course Location and Time

Classroom: SS 356

Monday, Wednesday and Friday 11AM-11:50AM,

Instructor Information

Instructor: Olivia Holter

Office hours: Tuesdays 11:30 AM to 1 PM, or by Appointment, Skaggs 368

Email: olivia.holter@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 covers the causes, characteristics, assessment, and treatment of common psychological disorders of youth and adolescence, including 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 understand the 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 learn about career options in children's mental health and 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 (sixth Edition)* (2016). Belmont, CA: Wadsworth.

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 Requirements

Randomized Attendance

The purpose of the four (4) randomized attendance days is to ensure the classes continued attendance in the course. For each day of attendance, students will receive five points of credit reaching 20 points total. The randomized attendance days will be randomly selected by the professor and students will not know what days the professor will choose until the day of the attendance. If students let the professor know *before class*, and have a good (a “good” reason is subjective to the professor’s discretion) reason to be missing class, they will receive the 5 points of credit for the day. Please be prepared to provide documentation of your “good” excuse.

4 days of randomized attendance, 5 points each

Total Randomized Attendance Points- 20

Tests

The purpose of the two (2) 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. **Study guides will NOT be provided.** However, the week leading up to the exam will have discussions in class on how/what to study for the exam. The format for tests will include a variety of the following matching, true/false, multiple-choice,

fill in the blank, and short answer. **(Please note, below, that there is also a FINAL exam).** Attendance for exam days is mandatory unless otherwise agreed upon with the professor or there are extenuating circumstances (including illness, family emergencies). Please be prepared to provide documentation of your extenuating circumstance.

2 tests, 75 points each
Total Test Points - 150

Midterm Paper

You will be asked to write a literature review (5-page minimum 6-page maximum) that outlines current research on a childhood psychological disorder in the DSM-V or a proposed disorder. **Please note, only 5 students will be allowed to write their paper on ADHD.** If you would like to write your paper on ADHD please email the professor, only the first 5 people to email the professor will be allowed to write their paper on ADHD, all others will be asked to write their paper on a different topic. The purpose of the paper assignment is to provide an opportunity for you to gain more in-depth knowledge about a childhood psychological disorder as well as familiarize yourself with writing a literature review.

It is highly recommended that you start your paper at least one month in advance of the due date. Because students know the assignment and have the ability to start the paper early, no excuses will be accepted to turn in the paper later than the assigned due date.

All papers 1 day late will automatically be docked 25 points, all papers 2 days late will automatically be docked 50 points. If your paper is 3 days late or later, you will automatically receive a 0 for this assignment.

An in-depth description of this assignment can be found in appendix A of this syllabus.

Midterm Paper Due: 10/23
Midterm Paper Points - 100

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. The final exam date and time are included in the course calendar, please put this date and time in your calendar now and plan around it.

Final Exam, 100 points

Extra Credit

You will have a choice to earn extra credit; up to 15 points. You can do this by being a research subject in ongoing research done through Psychology Department Faculty and graduate students. I am allowing 5 points for each “credit” (half hour) of research participation, up to a total of 15 possible points (so, basically, if you do just over 60 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 an article review. You can choose an empirical article from a peer-reviewed journal that covers research relevant to child and adolescent psychopathology. You may not use an article you used for your literature review. For each page of article review, you will receive 5 points. So to gain the maximum extra credit allowed, your article review would have to be 3 pages long.

Course Evaluation and Grading

<i>Total Evaluation Activities/ Assignments</i>	<i>Points</i>
Randomized Attendance (4 days, 5 points each)	20
Tests (2) (covering readings/lectures/activities)	150
Midterm Paper	100
Final Exam on class	100
lectures/discussions/activities/readings (cumulative)	
Total Course Points	380

Course Grading Scale

Grades are determined based on straight percentages as follows:

A = 89.5% – 100%

B = 79.5%-89.4%

C = 69.5%-89.4%

D= 59.5%-69.4%

F=59.4% and below

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 (including extra credit) 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.

Electronic Devices

All electronic devices other than computers must be turned off and put away before class (unless you are in an emergency where you will need to receive a phone call, if this is the case please let the instructor know before class). The use of computers during class to take notes or use electronic articles and PowerPoint presentations is allowed. However, students may not use any form of social media on their computer while in class or use computers for other personal reasons unrelated to the class content. I will speak to you if I feel your use of computers is interfering with your learning or is a distraction to other students. Inappropriate use of computers will result in being asked to leave the course for the day. Continued use of electronics inappropriately during class could result in further disciplinary actions.

Respect for Diversity and Appropriate Language

I am committed to fostering a class environment in which all people will be treated and will be expected to treat others respectfully. People with disabilities or other elements of diversity are first and foremost individual people who should be treated with respect. Language used in assignments and class discussions should be respectful and professional at all times. Please use “*people first*” language in speaking and writing about people with disabilities or other elements of diversity. For example, please avoid phrases such as “the handicapped,” “LD kid,” “autistic child” or other statements that emphasize the disability or other elements of diversity first, rather than the individual. Pejorative terms and threatening or harassing language have no place in a respectful professional discussion or in your assignments.

Attendance

Attendance is not mandatory and role will not be taken during every class. However, to encourage attendance 4 days at random will be selected throughout the course where attendance will be taken and 5 points will be given if you attend. Of course, if you are absent for an appropriate reason (academic/university sanctioned, sick, family emergency), you will be able to receive full credit for attendance with proper documentation. 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.

Instructors Response to Emails

Please allow two full business days to hear back from your instructor over email. This means, if you email your professor on Thursday afternoon, they may not get back to you until Monday afternoon. Please plan your emails accordingly. Additionally, only use your university email address to correspond with your instructor. It is against university policy to respond to a student over their private email address.

Final Note

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

Tentative Course Schedule

**** The instructor reserves the right to change the syllabus if necessary**

Week	Date	Topics	Assignments
1	22-Jan	Chapter 1	
	24-Jan		
	26-Jan		
2	29-Jan	Chapter 2	
	31-Jan		
	2-Feb		
3	5-Feb	Chapter 3	
	7-Feb		

Week	Date	Topics	Assignments
	9-Feb		
4	12-Feb	Chapter 4	
	14-Feb		
	16-Feb		
	19-Feb		
5	21-Feb	Begin Chapter 5	Presidents Day, No Class
	23-Feb		Exam 1
	26-Feb		
6	28-Feb	Chapter 5, Chapter 6	
	2-Mar		
	5-Mar		
7	7-Mar	Chapter 6	
	9-Mar		
	12-Mar		
8	14-Mar	Chapter 7	
	16-Mar		
	19-Mar		
9	21-Mar	Chapter 8	
	23-Mar		Midterm Paper Due
	26-Mar		
10	28-Mar	<u>Spring Break, No Classes</u>	
	30-Mar		
	2-Apr		
11	4-Apr	Chapter 9	
	6-Apr		
	9-Apr		
12	11-Apr	Chapter 10	
	13-Apr		-
	16-Apr		
13	18-Apr	Chapter 11	
	20-Apr		Exam 2
	23-Apr		
14	25-Apr	Chapter 12	
	27-Apr		
	30-Apr		
15	2-May	Chapter 14	
	4-May		
	7-May		
16	7-May	<u>Finals Week</u>	

Week	Date	Topics	Assignments
	9-May		Thursday, May 10th from 10:10 AM to 12:10 PM
	11-May		

APPENDIX A: MIDTERM PAPER REQUIREMENTS

This paper is going to be a literature review of either a current childhood disorder as outlined by the DSM or a proposed childhood disorder. The midterm paper will be worth 100 points and will be a minimum of 5 pages double spaced and a maximum of 6 pages (PLEASE NOTE, THE TITLE PAGE AND CITATIONS ARE NOT INCLUDED IN THE PAGE COUNT). Additionally, the paper will include the following components;

1. APA formatting
 - 1 inch margins, times new roman font
 - Title Page, Introduction (NO ABSTRACT), Literature Review, Conclusions (further instructions on what these sections should include will follow)
 - Citations-Will include no fewer than 6 citations not including the DSM.
 - Please see Purdue OWL for information regarding how to write a literature review with proper formatting, they have a great sample paper with proper formatting
 - https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
2. Introduction
 - Will not be longer than one paragraph
 - Concisely summarize the paper and the disorder
3. Literature Review
 - Will summarize the criteria of the disorder or proposed disorder, this will not be just a verbatim citation of DSM criteria or proposed criteria- I want you to put this in your own words. If you're having trouble with this section, pretend like you are explaining the criteria to your grandmother.
 - Will review the current literature on the disorder- if you would like some ideas on what to write about in this section consider the following;
 - Prevalence- increasing? Decreasing? Why?
 - Assessment- how are people proposing to assess this disorder?
 - Are there proposed changes in criteria? Why?
 - Treatment- what are the evidence based practices for treating this disorder?
4. Conclusion
 - Will explore future research or gaps in literature needing to be filled

If you are having difficulties with this paper please utilize the writing center

Midterm Paper Grading Rubric

1. APA formatting- **5 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
More errors than the class Average for APA formatting errors	At Class Average for APA formatting errors	Above Class Average for Errors	Less errors than class average

2. Grammar- **5 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
More errors than the class Average for Grammar errors	At Class Average for Grammar errors	Above Class Average for Errors	1-3 errors

3. Introduction- **10 points**

- Introducing the idea: Problem statement

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.

4. Body- **10 points**

- Flow of the Report

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	The report appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.

5. Representation of Diagnostic criteria- **10 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	Simply a retelling of DSM diagnostic criteria.	Rewords diagnostic criteria in a way that is difficult to understand and is not just a direct quote of the DSM	Rewords diagnostic criteria in a way that is easy to understand (think about rewording it in a way your grandma would understand) and is not just a direct quote of the DSM or other source.

 6. Coverage of Content- **10 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the purpose.	All major sections of the content are included, but not covered in as much depth, or as explicit, as expected. Significance to purpose is evident	The appropriate content is covered in depth without being redundant. Sources are cited when specific statements are made. Significance to purpose is unquestionable.

 7. Clarity of Writing and Writing Technique- **10 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	It is hard to know what the writer is trying to express. Misspelled words, incorrect grammar, and improper punctuation make reading difficult	Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. Meaning is explicit.

 8. Conclusion- **10 points**

- A synthesis of ideas and hypothesis or research question

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Does not meet grading criteria	There is no indication the author tried to synthesize the information or draw a conclusion. No research question is provided or the research question is unfocused.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The research question is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the research question are strongly supported in the review.

 9. References- **10 points**

Unacceptable 0 pts	Inadequate 4 pts	Developing 7 Pts	Proficient 10 Pts
Includes less than 3 references, or references are not from a quality sources	Includes 3-4 Quality References	Includes 4-5 Quality References	Includes 6 or more Quality References (Peer Reviewed Journals)

 10. Paper Length - **10 points**

Unacceptable 0 pts	Developing 5 Pts	Proficient 10 Pts
4 or less pages	Over 6 pages	5-6 pages

Total- 100 points