Spring 2-1-2018

PSYX 536.01: Advanced Child and Adolescent Psychopathology

Camille Barraclough

University of Montana, Missoula

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Course Information
Location: Skaggs 336
Time: Wednesday 4:30-7:20

Instructor Information
Instructor: Camille Barraclough, Ph.D., NCSP
Email: camille.barraclough@gmail.com
Office: Skaggs Building, Room 310
Office hours: By Appointment

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.

APA Core Content Areas Covered
This course covers the following APA core content areas (APA accreditation domain B3):
- Biological aspects of behavior; Cognitive aspects of behavior; Affective aspects of behavior;
- Social aspects of behavior; Individual differences in behavior; Human Development;
- Dysfunctional behavior or psychopathology; Theories and methods of assessment and diagnosis;
- Theories and methods of effective intervention.

NASP Training Domains Covered
This course covers the following NASP training domains (objectives):
- Domain 1: Data-Based Decision Making and Accountability (provides knowledge on appropriate models and methods of assessment for certain disorders/symptoms)
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills (Provides information on the biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health)
• Domain 6: Preventive and Responsive Services (provides information on the principles and research related to resilience and risk factors in learning and mental health)
• Domain 8: Diversity in Development and Learning (provides knowledge regarding individual differences, abilities, disabilities, and other diverse child characteristics, including factors related to culture, context, and individual and role difference)

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 “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 that this text is available online. Specifically, from the “Research Tools” section of the Mansfield Library website, go the “Databases” link. From there, find your way to the database titled, “Psychiatryonline,” which can easily be found under the ‘P’ section.

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

Grading/Evaluation
Multiple processes of evaluation will occur for this course. I assume that adequate engagement in the text and DSM-V 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:

1. **Course Participation (15 points)**
   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.

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.

2. Discussion Leader (30 points)
Once during the semester, you will be expected to lead the class in a discussion about the weekly readings. You must come prepared with points of interest, questions, and/or related materials that will help your peers contextualize the information read. This discussion should last approximately 30-40 minutes and no longer than one hour.

3. Quizzes (60 points)
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.

4. Final Paper (60 points)
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 include AT LEAST 12 independent resources and be comprehensive in nature. In the past, the minimum page length was 12 pages (not including title page & references) and that length seemed to allow for a thorough review of the topic.

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, particularly for doctoral students, 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 (https://owl.english.purdue.edu/owl/resource/560/01/) 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.

Rather than meeting with each person individually, mini due dates are set to ensure you are making adequate progress on your paper throughout the semester.

1. February 6th: Email topic and broad outline of what you plan to cover in the paper
2. March 7th: Provide a written overview of your topic that does not exceed 2 pages in length. This could be a detailed outline (with some citations that show you have started the research process, or it could be an annotated bibliography, or it could be
a thorough overview that you will expand upon as you continue researching and writing).

3. **May 4th: Final Paper is due**, by midnight. All late assignments will be docked 10% for each day late, and this does include weekend days.

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 pretty limited in scope and should be based almost exclusively on peer-reviewed articles in searchable databases, such as PsychInfo (i.e. do not rely on book chapters and internet only sources - certainly not things like Wikipedia, as good as it may be for general information). 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.

5. **Presentation of Final Paper (30 points)**
   In the final weeks of class, you will make a 20-25 minute presentation on the topical 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.

6. **Final Paper Summary Handout (15 points)**
   You will provide your classmates with a one page summary of the research topic that you present.

**Course Grading**
The points and percentage of the final grade related to each course assignment is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Discussion and Participation</td>
<td>15</td>
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<tr>
<td>Discussion Leader</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Final Paper</td>
<td>60</td>
</tr>
<tr>
<td>Final Paper Presentation</td>
<td>30</td>
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<tr>
<td>Final Paper Handout</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>94 – 100</td>
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<td>90 – 93</td>
<td>A-</td>
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<td>87 – 89</td>
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<td>84 – 86</td>
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<td>80 – 83</td>
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<td>77 – 79</td>
<td>C+</td>
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<td>74 – 76</td>
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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. You will certainly want to be familiar with what constitutes plagiarism so that you do not inadvertently (or otherwise!) make that violation.

Attendance and Active Engagement
Attendance is highly encouraged since student’s course grades are partially determined by participation in class discussions and activities. Moreover, missing a class can substantially affect students’ depth of understanding. Please inform the instructor prior to class if a late arrival or early departure from class is absolutely necessary.

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 Power Points 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 use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session.

Religious Observance
Please notify me in advance if you will be absent from class for religious observances.

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

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

Incompletes
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, & Late Assignments
Make-up procedures must be arranged immediately with me. Assignments should be submitted to me on the due date. Late assignments reflect poorly on you as a professional, and 10% of points will be deducted per day.
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 is 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.

Course Schedule
The course schedule is subject to minor adjustments, as determined by the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 24</td>
<td>Introductions &amp; Course Syllabus</td>
<td></td>
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<tr>
<td></td>
<td>Research Paper Topic Discussion Leader</td>
<td></td>
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<tr>
<td>Jan 31</td>
<td>What is disorder/abnormal?</td>
<td>Chapter 1 of text</td>
<td>Ryan, Jess Pa</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Diagnosis &amp; Classification ADHD</td>
<td>DSM-V (pp. 5-25)</td>
<td>Kyle, Sam</td>
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<td></td>
<td></td>
<td>Educational Criteria</td>
<td>Email research paper topic and broad</td>
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<td></td>
<td></td>
<td>1. Harris et al. (1992)</td>
<td>outline</td>
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<td></td>
<td></td>
<td>Chapter 2 of text</td>
<td></td>
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<td>4. Molitor et al. (2016)</td>
<td></td>
</tr>
<tr>
<td>Feb 14</td>
<td>ADHD cont.</td>
<td>DSM-V (pp. 59-66)</td>
<td>Bri, Kristen</td>
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<td>ODD/CD</td>
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<td>Chapter 3 of text</td>
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<td>Feb 21</td>
<td>NO CLASS- NWPBIS</td>
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<tr>
<td>Feb 28</td>
<td>Anxiety</td>
<td>Chapter 10 of text</td>
<td>Jess Peatee</td>
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<tr>
<td></td>
<td></td>
<td>1. Vasey, El-Hag, &amp; Daleiden (1996)</td>
<td>QUIZ #1</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Mood</td>
<td>Chapter 5 of text</td>
<td>Em, Bekah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Friedberg &amp; McClure Text, Ch 12</td>
<td>Written overview of research paper</td>
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<td>2. Yeo, Goh, &amp; Liem (2016)</td>
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<td>3. Abramson, Metalsky, &amp; Alloy (1989)</td>
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<tr>
<td></td>
<td></td>
<td>4. Block, Gierde, &amp; Block (1991)</td>
<td></td>
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<tr>
<td>Mar 14</td>
<td>Mood</td>
<td>Chapter 6 of text</td>
<td>Aly</td>
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<tr>
<td></td>
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<td>2. Weisz, Francis, &amp; Bearman (2010)</td>
<td></td>
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<td></td>
<td></td>
<td>Chapter 13 of text</td>
<td></td>
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<td></td>
<td>3. DSM-V (pp.33-41)</td>
<td></td>
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</tbody>
</table>
Week 2 (1/31)

- **Readings**
  - Chapter 1 of text


• **Recommended**


**Etiological Factors in Childhood Psychopathology & the Developmental Psychopathology Perspective**

• **Readings**


**Week 3 (2/7)**

**Diagnosis and Classification Issues, DSM-V, Educational (IDEA) Classification**

• **Readings**
  DSM V – Introduction & Use of the Manual, etc.: pp. 5-25


  Familiarize yourself with the disability categories that can be used in education. (http://www.parentcenterhub.org/repository/categories/)
• **Recommended**


**ADHD**

• **Readings**
  Ch. 2 of text

  DSM-V, pp. 59-66


• **Recommended**


Week 4 (2/14)
ADHD cont.

• **Readings**


Conduct and Oppositional Problems

• **Readings**
Ch. 3 of text

DSM-V, pp. 461-475


• **Recommended**


**Week 5 (2/21) — NO CLASS**

**Week 6 (2/28)**

Anxiety

• **Readings**
  Chapter 10 of text


• **Recommended**


**QUIZ #1**

**Week 7 (3/07)**
**Mood Disorders**

• **Readings**
  Ch. 5 of text

  DSM-V, pp. 155-171

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


**Week 8 (3/14)**
**Mood Disorders, cont.**

• **Readings**
  Ch. 6 of your text (Pediatric Bipolar)


• **Recommended**


**Intellectual Disability**

- **Readings**
  
  Ch. 13 of text
  
  DSM-V, pp. 33-41

**Week 9 (3/21)**

**Substance Use Disorders**

- **Readings**
  
  Ch. 4 of text
  
  DSM-V, pp. 483-589, but mainly read 483-497.


**Health Related Disorders**

- **Readings**
  
  Ch. 19 of your text
  
  DSM-V, pp. 355-360


**QUIZ #2**
Week 10 (3/28)—NO CLAS

Week 11 (4/4)
Autism Spectrum Disorder

- **Readings**
  DSM-V, pp. 50-59
  Ch. 11 of text


Week 12 (4/11)
Eating Disorders

- **Readings**
  Ch. 17 of text
  DSM-V 329-354


Week 13 (4/18)
Child Maltreatment

- **Readings**
  Ch. 16 of text

Learning Disabilities

- **Readings**

QUIZ #3

Week 14 & 15 (4/25 & 5/2)
Presentations

Paper Due 5/4 (Friday)
Presentation Topics:
- Ariel: Role of Trauma in Mood Disorders
- Diana: PTSD in Refugees & Culturally Responsive Tx
- Jess Parker: Use of Amphetamines for ADHD
- Kyle: Over diagnosis for ADHD
- Aly: Resiliency & Early Averse Childhood Experiences (ACE)
- Sam: Neuropsychology’s Applications to ASD, DEP, ADHD
- Bekah: Suicide Pathology and Interventions
- Em: Antipsychotics for Depression & Other Mental Health Disorders
- Kristen: Native American Suicide & Depression
- Jess Peatee: Mental Health Disorders & Teen Dating Violence
- Ryan: ASD Misdiagnosis and Differential Diagnoses
- Bri: Seasonal Affective Disorder (SAD)
- Morgan: Epigenetics and Eating Disorders