

keeping in mind personal boundaries and that the classroom is not a confidential environment.

Vista Enhancement

This course is Vista-enhanced. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on “Psych 3020”. On the Vista site you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<u>Method of Evaluation</u>	<u>Points Possible</u>
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Exam 5	50 points
Test Total:	250 points
Case Vignette	100 points
Article Summary	30 points
Poster Project	70 points
Participation in Poster Presentations	20 points
In-class Assignments	30 points
Other Projects:	250 points
Total Points:	500 points

Final grades will be assigned based on the percent of total points earned as follows:

A	(100-93%)	B-	(82-80%)	D+	(69-67%)
A-	(92-90%)	C+	(79-77%)	D	(66-63%)
B+	(89-87%)	C	(76-73%)	D-	(62-60%)
B	(86-83%)	C-	(72-70%)	E	(59%-0%)

Exams

- There will be five examinations in this class. Each exam is non-comprehensive and will cover approximately 1/5 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”

- You may choose to take the exams in the Social Sciences Testing Center (SS 036) or the Davis Campus Testing Center. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID, a #2 pencil, and 10 cents for a scantron. You will not be allowed to take an exam without a photo ID or if you show up after hours. Tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).

<u>Student Services Building</u>		<u>Davis Campus</u>
Monday – Thursday	7:30 a.m. – 8:00 p.m.	7:30 a.m.-8:00 p.m.
Friday	7:30 a.m. – 4:30 p.m.	7:30 a.m.-7:00 p.m.
Saturday	9:00 a.m.-4:30 p.m.	9:00 a.m.-4:30 p.m.

- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, February 27th & Friday, April 10th**. Makeup exams may not be taken on other days. It is your responsibility to let me know if you need to take a make-up exam prior to these dates.

Case Vignette (Due April 7th)

The case study will give you an opportunity to apply what you have learned throughout the semester. You should read the case below and answer the questions provided. Your answers to the case study should be typed, have a cover page, and include references (i.e. lecture notes, textbook, another source). We will spend some time in class discussing this case and you will receive additional handouts to help you formulate your answers. The length should be approximately 4-6 pages (not including the cover page).

Definition of Concern

Sammy is an 11-year-old male referred for an evaluation because he has trouble reading and has been in trouble repeatedly since second grade for stealing and breaking into empty houses. He has been truant on a number of occasions during the past year. Sammy’s mother admits to being an alcoholic. She has also had several apparent Major Depressive Episodes, but has never been treated. Sammy’s father has not been in contact with the mother since Sammy was born. Recently, Sammy has reported feeling blue and thinking that he might be better off dead. He has been waking up in the middle of the night and has been avoiding his usual neighborhood “gang”.

Available Assessment Information

Weschler Intelligence Scale for Children- WISC IV

Verbal Comprehension – 80 (9th percentile)

Perceptual Reasoning Index- 96 (39th percentile)

Full-Scale IQ- 90 (25th percentile)

Child Behavior Checklist (will receive profile in class)

Total Problem Score: T= 73

Total Internalizing Score: T= 73

Total Externalizing Score: T= 75

Competence Scales

Activities: Normal Range

Social: Clinical Range

School: Clinical Range

Self-monitoring form of self-deprecating thoughts (will receive in class)

Questions to Address

1. Analyze and interpret available assessment information. What strengths and concerns are suggested by the available data? (15 points)
2. What questions do you have about the case? (i.e. what else would you want to ask Sammy's teacher, mother, Sammy) (15 points)
3. What additional information is needed to conduct an ethical, developmentally appropriate and comprehensive assessment? (Chapter 4 may be helpful here) (15 points)
4. What DSM diagnosis would you assign to Sammy? (form will be provided in class) (10 points)
5. What is your conceptualization of the case? (i.e. what do you think might be going on with the student, why is he behaving this way?) (15 points)
6. What interventions might you implement in this case? (20 points)
 - o 10 points will be allotted for presentation (proofread, format, etc.)

Poster Project

This assignment allows you to explore an area of interest in greater detail than would normally be provided during class time. This project also allows you to share this information with your classmates as well as to hear about your classmates projects. This project involves several steps:

1. Choose a topic that you would be interested in researching further. This topic should go beyond what is described in the textbook. You could explore aspects of a disorder that will not be discussed in class or you could further research an intervention strategy that is described in the book. You may want to research a controversial topic (i.e. Does viewing television increase the risk for ADHD?), or you could create an informational poster for a specific audience (i.e. parents, teachers, a child or adolescent with a disability, sibling etc.). The possibilities are endless. The main criteria is that it go beyond what we have discussed in class. I

- would be happy to brainstorm with you. On **February 3**, you will submit your proposed topic to me. This should be typed and briefly explain your topic and why it is of interest to you. This does not need to be longer than a paragraph.
2. Obtain research on your topic. You are required to obtain information from three sources. **Two** of these sources must be articles from **empirical journals**, while the **third** source can be from a website or a popular magazine (i.e. Time, Newsweek). You should summarize the main points of the articles you obtain. Some examples of good empirical journals include:
 - Primary Journals
 - Journal of Abnormal Child Psychology
 - Journal of the American Academy of Child and Adolescent Psychiatry
 - Journal of Child Psychology and Psychiatry
 - Development and Psychopathology
 - Other Journals
 - Journal of Family Psychology
 - American Journal of Orthopsychiatry
 - Child Abuse & Neglect
 - Child Development
 - Developmental Psychology
 - Pediatrics
 - Journal of Abnormal Psychology
 - Journal of Autism and Developmental Disorders
 - Journal of the American Association on Mental Deficiency
 - Journal of Clinical Child Psychology
 - Journal of Consulting and Clinical Psychology
 - Behavior Therapy
 - Journal of School Psychology
 - Journal of Pediatric Psychology
 - Family Process
 - Journal of marriage and the Family
 - Family Violence
 - Journal of Interpersonal Violence
 3. On **March 3rd**, you should turn in one of the empirical article summaries for review. You should also turn in the article and any other references you have obtained.
 4. Students will present their posters on **April 16, April 21, or April 23**. You do not have to give a formal presentation to the entire class, but you should stand by your poster so that you can explain your findings and answer questions as classmates circulate around the room.

Posters should include: A title, summaries of the three sources, a list of references, what they have learned from doing the research, and any other visual display that would make the poster interesting and appealing.
 5. Part of this project involves showing up for class on the days that you are not presenting your poster. You will be allocated points for viewing your classmates posters.
 - A specific grading rubric will be handed out in class.

In-Class Assignments

Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 6-7 of these activities. You will be allowed to drop 1 of these without penalty. Thus, attendance will be of the utmost importance.

Course Expectations

1. You are responsible for deciding the level at which you will be engaged in this course. I will not take daily attendance. However, in my experience, students who do well tend to regularly attend class, and students who do poorly tend to regularly miss class.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).

Name of Contact

Phone # or E-mail

3. **Class Disruptions**
Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:
Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.
Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester.
Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".
Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans or other portable headsets may be worn while

class is in session. Tape recorders are permitted in lecture; however, care should be taken to not disrupt class while changing tapes.

4. Reasonable Accommodation. In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in Suite 281 in the Student Services Building, 626-6413. (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.
5. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm> Plagiarism is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes:
 - Purchasing or borrowing others papers to turn in as your own
 - "Cutting and Pasting" material into your paper/presentation
 - Failing to Quote or paraphrase material
 - Failing to cite the source

Please see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

Course Schedule
3020 Child and Adolescent Psychopathology

Date	Topic	Readings/Assignments
1/6	Course Overview/Introduction	
1/8	What is atypical? History & Foundations	Chapter 1
1/13	Research Topics in Abnormal Child & Adolescent Psychology	Chapter 3
1/15	Etiology of Disorders	Chapter 2
1/20	Assessment, Diagnosis, & Treatment	Chapter 4
1/22	Assessment, Diagnosis, & Treatment	Chapter 4
1/23-1/27	Exam 1	
1/29	Attention Deficit Hyperactivity Disorder	Chapter 5;
2/3	ADHD	Chapter 5; Topic Due
2/5	Conduct Problems	Chapter 6
2/10	Conduct Problems	
2/11-2/17	Exam 2	
2/17	Anxiety Disorders	Chapter 7
2/19	Anxiety Disorders	Chapter 7
2/24	Mood Disorders	Chapter 8
2/26	Mood Disorders	Chapter 8
3/3	Catch up Day	Article Summaries Due
3/4-3/16	Exam 3	
3/10	Spring Break	
3/12	Spring Break	
3/17	Mental Retardation	Chapter 9
3/19	Autism Spectrum Disorder	Chapter 10
3/24	Autism Spectrum Disorder	Chapter 10
3/26	Communication & Learning Disorders	Chapter 11

3/27-3/31	Exam 4	
4/2	Health & Substance Use Disorders	Chapter 12
4/7	Eating Disorders	Chapter 13; Case Scenario Due
4/9	Maltreatment & Nonaccidental Trauma	Chapter 14
4/14	Maltreatment & Nonaccidental Trauma	Chapter 14
4/16	Poster Session #1	
4/21	Poster Session #2	
4/23	Poster Session #3	
4/17-4/29	Exam 5	

PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

Student Survey

Name: _____

Year in School: _____

Hometown: _____

Major: _____

Goal: _____

What is one thing in the past that teachers have done to help you learn?

What specific topics are you most interested in covering?

