

Child and Adolescent Psychopathology (PSYC 3020)
Spring 2010
Weber State University- SLCC Campus

Instructor Information

Dr. Melinda Russell-Stamp

Office: Classroom

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Office Hours: Wednesdays before or after class.

Class Meeting Times and Locations:

Wednesday

4:30 – 7:10 p.m.

Location: Portable Classroom 11/Room 101

Required Readings

Mash, E.J. & Wolfe, D.A. (2010). Abnormal Child Psychology (4th ed.). Wadsworth Cengage Learning.

Course Description

This course will provide an overview of the etiology, diagnosis, treatment, and prevention of disorders first evident in childhood and adolescence. This course **does not** prepare students to engage in diagnostic activities or conduct therapy. Prerequisite: Psychology 1010.

Course Goals

The overall objectives of this course are the acquisition of knowledge and understanding about:

- The interplay among child, family, peer, and cultural influences
- Developmental pathways for linking early childhood disorders with long-term outcomes
- Risk and protective factors, and the conditions that lead to effective coping in some children, despite early adversity
- Basic characteristics and determinants of atypical forms of development in children and adolescents
- Approaches to classification, diagnosis, and assessment
- Current research findings on various types of developmental psychopathology
- Current approaches to intervention and prevention and their effectiveness

Methods of Instruction

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is encouraged and leads to a more enriching experience for the entire class. Since each of you comes to this class with unique experiences and perspectives, please feel free to share your thoughts, comments, reactions, observations and personal experiences. However, please respect others by 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	60 points
Exam 2	60 points
Exam 3	60 points
Test Total:	180 points
Case Vignette	75 points
Group Brainstorm	10 points
Topic for Poster Presentation	10 points
Article Summaries	50 points
Poster Project	80 points
Participation in Poster Presentations	20 points
Other Projects:	245 points
Total Points:	425 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 three examinations in this class. Each exam is non-comprehensive and will cover approximately 1/3 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 60 multiple choice questions worth 1 point each. Each exam is worth 60 points. Exams are “**closed-book**” and “**closed-note**”.

Case Vignette Due: January 20th (Written & Group Portion)

The case study will give you an opportunity to apply what you have learned about the assessment process as well as to consider the various influences (individual, environmental, biological, social-cultural) on child/adolescent development. The written

portion of the assignment should be completed on your own and is due at the beginning of class on January 20th. During class time on the 20th, you will be divided into small groups to discuss the case and brainstorm intervention alternatives. This activity will take place during class time. An important part of working in the field of child/adolescent psychology is collaboration and working on teams. Since the assessment and intervention process in the real world is always collaborative, you will have the opportunity to experience this to some degree during the group portion of the assignment as well as hear some different perspectives from your classmates. The details of this assignment will be provided on separate handouts provided in class.

Poster Project (Due Dates: Feb. 9th, March 24th, April 14th)

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 an area of concern (i.e. Does viewing television increase the risk for ADHD? Can immunizations cause autism? , Are stimulants prescribed for ADHD addictive?). The possibilities are endless. The main criterion is that it go beyond what we have discussed in class. I would be happy to brainstorm with you. On **February 9th**, you will submit the following to me (please type):
 - a. Briefly describe the topic you would like to explore
 - b. Who is your target audience (i.e. teachers, parents, children/adolescents, professionals)
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** (journal articles, chapters from edited volumes or handbooks) while the **third** source can be from a website or a popular magazine (i.e. Time, Newsweek). 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

On **March 24th**, you should turn in the following (typewritten please).

- a. The author, title, year of publication, source (title of journal or book), volume, issue, page numbers of all three of your sources.
 - b. Summarize the main points from your two empirical sources.
 - c. What information is relevant to your poster and how will it be used?
 - d. What did you learn about the topic from this source?
 - e. You should also turn in copies of the two empirical sources. I will return them to you.
3. Students will present their posters on **April 14**. 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 you have learned from doing the research, and any other visual display that would make the poster interesting and appealing. I will bring in examples during the semester. A specific grading rubric will be handed out in class.
4. 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.

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. Late papers will be deducted half a letter grade for each day that they are late. Hard copies of papers must be turned in to receive credit. If you are going to miss class on the day a paper is due, you may email me a copy of the paper so

that I can verify that the paper is done. However, you will need to provide me with a hard copy of the paper as soon as possible in order to receive credit for the paper.

4. **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.

5. **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.

6. 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 History & Foundations	Chapter 1
1/13	Assessment, Diagnosis, & Treatment Resiliency/ Risk & Protective Factors	Chapter 1 & 4
1/20	Reactive Attachment Disorder	Chapter 3 (p. 49-51) Case Vignette Group Brainstorm
1/27	Intellectual Disabilities Autism Spectrum Disorders	Chapter 9 Chapter 10
2/3	Exam 1	
2/10	Learning Disorders	Chapter 11; Topic Due
2/17	ADHD	Chapter 5
2/24	Anxiety Disorders	Chapter 7
3/3	Exam 2	
3/10	Conduct Problems Substance Use Disorders	Chapter 6 Chapter 12
3/17	Spring Break	
3/24	Mood Disorders	Chapter 8; Article Summaries Due
3/31	Eating Disorders/ Self-Mutilation	Chapter 13

4/7

Exam 3

4/14

Poster Sessions

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.