

Child and Adolescent Psychopathology (PSYC 3020) (CRN: 22010)
Fall 2013
Weber State University

Instructor Information

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Office Hours/ Ogden Campus: Monday (12:30-1:30), Wednesday (10:30-11:30), or by appointment.

Class Meeting Times and Locations:

Monday, Wednesday, Friday

9:30-10:20

Location: Social Sciences Building- Room #349

Required Readings

Hornik-Parritz, R & Troy, M.F. (2014) Disorders of Childhood: Development and Psychopathology (2nd Ed.) Wadsworth Cengage Learning.

1. You may purchase the hard copy of the book **OR**
2. You may purchase the access code for the electronic version of the textbook at www.cengagebrain.com. The ISBN for the instant access ebook is 9781285096063.

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:

Goal 1: Students will understand psychology as a scientific discipline. They will also understand the cognitive and developmental aspects of behavior.

- 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

Goal 2: Students will be able to critically apply psychological principles and research to society.

- Current research findings on various types of developmental psychopathology
- Current approaches to intervention and prevention and their effectiveness

- Students will apply their knowledge of development to a community-based project.

Goal 3: Students will share key beliefs, attitudes, and values adopted by scientific psychologists which include: respect for human diversity, humility regarding limits of their knowledge, respect for evidence, tolerance for ambiguity, and an understanding of ethics.

- Students will understand cultural implications on assessment and intervention.
- Students will understand ethical implications of working with children/adolescents.

Goal 4: Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others. Students will also have interpersonal skills necessary to effectively collaborate in groups with others who hold diverse beliefs, opinions, and attitudes.

- Students will work with a partner(s) on the collaboration of a community-based project.

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.

Canvas Enhancement

On the course site you will be able to access the course syllabus, power point presentations, study guides, the link for Connect (homework), course announcements, and your grades. 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". 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 on in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

Method of Evaluation	Points Possible
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	90 points
Group Brainstorm	10 points
Application Project	100 points

Other Projects:	200 points
Total Points:	450 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 will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID. You will not be allowed to take an exam without a photo ID or if you show up after hours.

<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, October 11th & Wed. Nov. 27th. Makeup exams may not be taken on other days.** 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: September 18th (Written) & September 20th (Group)

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 September 20th. On, 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.

Application Project (Due: Nov. 22nd)

Students will have an opportunity to apply what they have learned about development and resiliency to assist an agency serving youth. This project will be explained in further detail and informational handouts will be provided. Possible opportunities include assessment of social skills, creating a packet on coping skills, etc.

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).
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.

Free APA format address:

<http://owl.english.purdue.edu/owl/resource/560/01/>

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 sourcePlease 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
8/26	Course Overview/Introduction/	Chapter 1
8/28	Historical Foundations	Chapter 1
8/30	Assessment, Diagnosis & Treatment	Chapter 4
9/2	Labor Day- No Class	
9/4	Assessment, Diagnosis & Treatment	Chapter 4
9/6	Assessment, Diagnosis & Treatment	Chapter 4
9/9	Developmental Pathways	Chapter 3
9/11	Developmental Pathways	Chapter 3
9/13	Exam 1 (9/12-9/17)	
9/16	Early Development & Disorders of Attachment	Chapters 5/6
9/18	Early Development & Disorders of Attachment	Chapters 5/6
9/20	Group Brainstorm	Case Vignette Due
9/23	Autism Spectrum Disorder	Chapter 8
9/25	Autism Spectrum Disorder	Chapter 8
9/27	Autism Spectrum Disorder	Chapter 8
9/30	Stress	Chapter 13
10/2	Stress-Related Disorders	Chapter 13
10/4	Exam 2 (10/3-10/8)	
10/7	Anxiety Disorders	Chapter 11
10/9	Anxiety Disorders	Chapter 11
10/11	Anxiety Disorders	Chapter 11
10/14	Obsessive-Compulsive Disorder	Chapter 11
10/16	Conduct Problems	Chapter 10
10/18	Fall Break- No Class	
10/21	Conduct Problems	Chapter 10
10/23	Conduct Problems	Chapter 10
10/25	Exam 3 (10/24-10/29)	

10/28	Intellectual & Learning Disorders	Chapter 7
10/30	Intellectual & Learning Disorders	Chapter 7
11/1	Intellectual & Learning Disorders	Chapter 7
11/4	Film Viewing- Misunderstood Minds	
11/6	Film Viewing-Misunderstood Minds	
11/8	Time to work on application projects	
11/11	ADHD	Chapter 9
11/13	ADHD	Chapter 9
11/15	Exam 4 (11/14-11/19)	
11/18	Mood Disorders	Chapter 12
11/20	Mood Disorders	Chapter 12
11/22	Mood Disorders	Chapter 12; Application Project
11/25	Substance Use	Chapter 14
11/27	Substance Use	Chapter 14
11/29	Thanksgiving- No Class	
12/2	Eating Disorders	Chapter 16
12/4	Eating Disorders	Chapter 16
12/6	Eating Disorders	Chapter 16
12/7-12/12-	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.

