

# Child Psychopathology

## Psychology 343

M 4:10-6:40

171 TLRB

Fall 2009

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### Required Texts:

Mash, E. J., & Wolfe, D. A. (2009). *Abnormal Child Psychology* (4<sup>th</sup> edition). Belmont, CA: Wadsworth.

Kearney, C. A. (2006). *Casebook in Child Behavior Disorders* (3<sup>rd</sup> edition). Belmont, CA: Thomson Wadsworth.

### Course Description:

This course will review the etiology, assessment, diagnosis, and treatment of common psychological and developmental disorders in children and adolescents. Consistent with the developmental psychopathology perspective, this course will examine child psychopathology within the context of normal developmental processes, exploring the influence and interaction of multiple factors that may lead to the emergence of behavioral and emotional problems. The majority of this course will focus on the defining features, associated characteristics, prevalence, course, theories, causes, and treatments associated with disorders or circumstances for which children and adolescents are most often referred for psychological services, including: Attention-Deficit Hyperactivity Disorder (ADHD), conduct problems, anxiety disorders, mood disorders, developmental and learning disorders, eating disorders, health-related conditions, and child maltreatment. This course is likely to be beneficial for all students who interact with or are interested in children and adolescents. Students pursuing careers related to developmental psychology, clinical child psychology, school psychology, special education, or pediatrics will find this course particularly useful. For students preparing for careers working with children and adolescents with emotional and behavioral problems, the content of this course will provide a critical foundation for future training and education.

## **Intended Learning Outcomes:**

It is anticipated that through this course students will:

- Develop a fundamental knowledge of the symptoms and features typically associated with common childhood emotional and behavioral disorders.
- Become familiar with the biological, psychological, and socio-cultural variables typically associated with the development and maintenance of childhood disorders, including major risk and protective processes.
- Develop a basic familiarity with assessment strategies and empirically-based treatment approaches for childhood emotional and behavioral problems.
- Increase skills in critical thinking, oral and written communication of ideas, and evaluation of theory and research in child psychopathology.
- Develop an increased awareness of and sensitivity to the needs of children with psychological disorders and their families.

## **Learning Activities:**

A variety of methods will be used to achieve the learning outcomes of this course. The greatest proportion of class time will follow a lecture/discussion format. Students are expected to be active contributors to the class by keeping up with the assigned readings and participating in class discussions. Given that learning outcomes are improved through the use of active learning strategies, some of our time together will be devoted to small group discussions, in-class assignments, class demonstrations, and other activities. Videos and real case vignettes (modified to protect confidentiality) will be presented and discussed in class to provide a clearer understanding of the complex and intriguing ways in which child psychopathology is expressed. Additional resources for students will be provided through the Blackboard course management system. Class time will be used primarily to emphasize key points and issues, evaluate and debate opposing perspectives, explore practical applications of concepts, and review important issues that may not be adequately addressed in the textbook. Although diligent attendance and active class participation will be crucial for success, a complete and careful study of assigned readings will also be necessary to obtain a fundamental understanding of the issues covered in this course.

## **Course Requirements:**

Each student will be required to take four (4) exams in the BYU testing center, and approximately 6-8 in-class quizzes over the course of the semester. Attendance is required, and points will be awarded for completion of in-class assignments. Students are expected to maintain the highest standards of academic and personal conduct.

Examinations: Three regular exams and a final exam will be given in the testing center. The final exam will be comprehensive, but will emphasize material presented since the

last exam. Exams will test material covered in assigned readings and class lectures/discussions. While all material from the texts may be included in the exams, content discussed in class will have a greater likelihood of appearing on the exams. The exams will follow a multiple-choice format, and a study guide and/or sample exam questions will be available before each exam.

Quizzes: Approximately 6-8 unannounced brief quizzes will be given at the beginning of class. These quizzes will cover basic material presented in assigned readings and/or class lectures and discussions, and will usually follow a True/False or multiple-choice format. No make-up quizzes will be given; however, the lowest quiz score will be dropped, and students can also earn points through extra credit assignments.

In-class Assignments: In-class assignments will include a variety of activities designed to help students process and apply concepts addressed in this course. In-class assignments will include individual writing assignments, group problem-solving activities, informal class presentations, and other learning activities. Full credit will be given for thoughtful participation in these assignments. Missed in-class assignments cannot be made up; however, one assignment may be missed without penalty.

### **Grading:**

Grades for the course will be determined as follows:

Exam 1:	100 points	A = 94% - 100%	(564-600 points)
Exam 2:	100 points	A- = 90% - 93.9%	(540-563 points)
Exam 3:	100 points	B+ = 87% - 89.9%	(522-539 points)
Final Exam:	100 points	B = 84% - 86.9%	(504-521 points)
Quizzes:	100 points	B- = 80% - 83.9%	(480-503 points)
In-class Assignments:	100 points	C+ = 77% - 79.9%	(462-479 points)
		C = 74% - 76.9%	(444-461 points)
Total Points Possible:	600	C- = 70% - 73.9%	(420-443 points)
		D+ = 67% - 69.9%	(402-419 points)
		D = 64% - 66.9%	(384-401 points)
		D- = 60% - 63.9%	(360-383 points)

Extra Credit: Up to 25 total extra credit points may be earned over the course of the semester. Five extra credit assignments of up to 5 points each may be completed by reading **empirical** articles related to child psychopathology in a scholarly journal (e.g., *Journal of Clinical Child and Adolescent Psychology*, *Journal of Abnormal Child Psychology*, *Journal of Pediatric Psychology*, *Developmental Psychopathology*, *Journal of the American Academy of Child and Adolescent Psychiatry*, *Child Development*, etc.) and writing a 3 page reaction to the article. Articles chosen should report empirical research findings or review the scientific literature on a topic relevant to the course. The 3 page (double-

spaced) reaction paper should summarize the purpose and main findings of the study, and provide your evaluation/critique and reaction to the article. You must attach a copy of the article (or send it by email) to receive credit. A maximum of two extra credit assignments may be turned in during the same month, and **no extra credit will be accepted after December 10<sup>th</sup>**.

### **Tips for Success in this Course:**

You are likely to do well in this course if you:

- Complete the assigned readings before every class.
- Miss no more than one class during the semester.
- Frequently and thoughtfully participate in class discussions.
- Establish study groups with other students in the class to review for exams.
- Make use of office hours (to get help, consult with me on your future goals and plans, or just chat about whatever interests you).

### **BYU Policies and Information:**

Flu policy: As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at [flu.byu.edu](http://flu.byu.edu). Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

PREVENTING SEXUAL HARASSMENT: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Disabilities: BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please notify the instructor and contact the University Accessibility Center at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895.

Academic Honesty: BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at [honorcode.byu.edu](http://honorcode.byu.edu))

## **Learning Outcomes**

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

## Tentative Class Schedule

<u>Topics</u>	<u>Dates</u>	<u>Assignment</u>
Introduction and Overview	8/31	M&W: Mash & Wolf CB: Casebook
Theories and Causes of Abnormal Child Development; Research Strategies	9/14	M&W, Chapters 1, 2, & 3
Assessment, Diagnosis, and Treatment	9/21 9/28	M&W, Chapter 4 CB, Chapter 1
<b>Exam 1: Chapters 1-4</b>	<b>9/30 - 10/2 (late day with fee 10/3)</b>	
Attention-Deficit/Hyperactivity Disorder (ADHD)	10/5	M&W, Chapter 5 CB, Chapter 6
Conduct Problems	10/12	M&W, Chapter 6 CB, Chapter 8
Anxiety Disorders	10/19	M&W, Chapter 7 CB, Chapter 2
<b>Exam 2: Chapters 5-7</b>	<b>10/21 - 10/23 (late day with fee 10/24)</b>	
Mood Disorders	10/26	M&W, Chapter 8 CB, Chapter 3
Intellectual Disability	11/2	M&W, Chapter 9
Autism and Childhood-Onset Schizophrenia	11/9	M&W, Chapter 10 CB, Chapter 11
<b>Exam 3: Chapters 8-10</b>	<b>11/11 - 11/13 (late day with fee 11/14)</b>	
Communication and Learning Disorders	11/16	M&W, Chapter 11 CB, Chapter 7
Health-Related and Substance Use Disorders	11/23	M&W, Chapter 12 CB, Chapter 12

Eating Disorders and Related  
Conditions

11/30

M&W, Chapter 13  
CB, Chapter 4

Child Abuse and Neglect

12/7

M&W, Chapter 14  
CB, Chapter 13

**Comprehensive Final Exam:  
Focus on Chapters 11-14**

**12/14 - 12/18**