

## Instructor/TA Info

### Instructor Information

**Name:** Kara Duraccio

**Office Location:** 282 TLRB

**Office Hours:** Only By Appointment

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### TA Information

**Name:** Madison Allred

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**Office Hours:** Tue 12:00am-2:00pm

Fri 11:00am-1:00pm

Or By Appointment

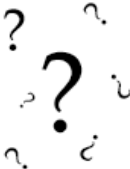
**Email:** madison.allred94@gmail.com

## Course Information

### Description

This course is designed to provide an introduction to the etiology, assessment, diagnosis, and treatment of major forms of psychological disorders in children and adolescents. The course is consistent with a developmental psychopathology perspective which considers the role of developmental processes in the development of mental illnesses. Additional goals of the course include understanding the research methods which inform our understanding of child psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Course content and procedures have been selected to assist you in (1) developing understanding of the range of psychological processes in children, (2) gaining the ability to identify the major forms of psychopathology affecting children and adolescents, and (3) developing an ability to appreciate multiple influences contributing to psychological disorders of childhood and adolescence. If you would like additional information regarding the expected student outcomes for this course and for the psychology major as a whole, go to <http://learningoutcomes.byu.edu> (<http://learningoutcomes.byu.edu/>) and click on the College of Family, Home and Social Sciences and then on the Psychology Department.

### Materials

	Item	Price (new)	Price (used)
	<u>ABNORMAL CHILD PSYCHOLOGY 6E - Required</u> by MASH, E	240.00	201.75

### Learning Outcomes

#### 1. Etiology, assessment, diagnosis, and treatment

Students will identify and describe the etiology, assessment, diagnosis, and treatment of common psychological and developmental disorders in children and adolescents.

*Measurement:* Multiple choice exams, quizzes.

#### 2. Current issues in child psychopathology

Students will demonstrate familiarity with current issues in child psychopathology.

*Measurement:* Presentations, short writing assignments.

### **3. Use current literature to critique a topic**

Students will examine and critique a topic using the current research literature.

*Measurement:* APA style paper.

## **Grading Policy**

### **Course Requirements**

Course requirements have been designed with Bloom's (1956) taxonomy of learning in mind. Bloom proposed that learning occurs at several different levels, beginning with knowledge about a field (i.e., "remembering") and ascending to evaluation and synthesis of knowledge. Your exams and quizzes, along with the paper assignments, will assess your learning at a number of these levels. For example, the quizzes and exams will have some items that assess your ability to remember or recognize facts (e.g., multiple choice items). Other questions will assess your comprehension and ability to apply the information to novel situations. Whenever possible, I will attempt to use more "application" and "understanding" questions rather than lower level questions. Your writing assignments will allow you to demonstrate that you can evaluate, apply, and synthesize information learned in class, from your book, and from outside resources. While this does make the course more challenging, it also increases the likelihood that the information you learn will have practical uses in the future.

#### **Examinations (50% of your final grade)**

Three examinations will make up 60% of your course grade. The final exam will contain questions from the final section of the course in addition to comprehensive questions about material covered during the entire course. Each exam will be made up of a combination of multiple-choice, fill in the blank, or brief written response questions. Material from your text, lectures, and assigned outside readings will be included on each exam. Your exam scores will be available through the testing center website. The first two exams will be administered in the testing center and the final exam will be administered in-class on the day and time listed in the university finals schedule. There will be no test make-ups except under notable conditions which require verification (e.g., doctor's note). Cheating of any kind will result in a lowered grade and other University sanctions.

#### **Reading Quizzes (22% of your final grade)**

For each textbook chapter covered this semester, I will provide a brief (5-10 question) short answer quiz. The quizzes will be straightforward, provided that you have read the chapter before the beginning of class. Quizzes will be administered at the beginning of each class. Reading quizzes require that you stay current with your reading and will increase your familiarity with the types of questions you will encounter on exams. I will drop your lowest quiz grade.

#### **Clinical Case Presentation (5% of your final grade)**

To assist you in developing in-depth understanding of one psychological disorder and to provide you experience in presenting clinical case information in a public setting, you will prepare a written case description for one psychological disorder and present this information orally during an assigned class meeting. Please refer to the *Assignments* tab in Learning Suite for a full description of the case presentation assignment.

#### **Cumulative Writing Assignments (22% of your final grade)**

A final written work will make up an additional 15% of your course grade. The term paper provides an opportunity for you to examine a topic of interest to you that is relevant to child psychopathology. These papers will allow you to demonstrate your ability to *evaluate and synthesize* information from lecture, the text, and outside readings. You will complete two preliminary writing assignments which I will review and provide feedback to you regarding how to improve your work. These preliminary assignments will be graded on a scale of 1-3, with 3 representing outstanding performance, 2 representing adequate performance, and 1 representing a below-average written assignment. These preliminary assignments will make up 5% of your final grade. Your final written assignment (completed paper) will comprise 15 percent of your final grade. Please refer to the *Assignments* tab in Learning Suite for a full description of these written assignments. A full description of this assignment is provided under the *Assignments* tab in Learning Suite.

#### **Extra Credit**

By completing the midcourse evaluation, you will receive five extra credit points.

### **Grading Policies**

Individual exams will not be "curved." However, I will evaluate the statistics (e.g., difficulty, reliability) for each item on each test. Items that have poor reliability or unfavorable difficulty statistics will be eliminated, and your scores will be adjusted accordingly. For example, if 2 items on a test are "unfair" (from a statistical point of view), all students will receive credit for these questions. Additionally, if test questions contain significant

distractors (answers that misled students who otherwise scored well on the exam), multiple responses may be considered correct. There is a possibility of a slight curve of the final grades ( $\pm 1\%$ ). This curve is dependent on your attendance and participation in class.

## Participation Policy

# Assignments

## Assignment Descriptions

### Quiz #1

Sep  
14

Due: Thursday, Sep 14 at 11:59 pm

### Quiz #2

Sep  
21

Due: Thursday, Sep 21 at 11:59 pm

### Quiz #3

Sep  
28

Due: Thursday, Sep 28 at 11:59 pm

## Paper Assignment: Specific Statements for Analysis

Sep  
28

Due: Thursday, Sep 28 at 11:59 pm

Choose a written work from the popular press that interests you and that you can critically evaluate. Review the course textbook to identify a paper topic that interests you (reviewing the table of contents is one way to approach this). Select a popular press resource that relates to your topic and you feel confident that you can evaluate (news article, etc.). Identify 2-5 themes or assertions that you plan to evaluate (e.g., electroconvulsive therapy has been shown to be effective for reducing symptoms of schizophrenia). Submit **a brief description of your popular press resource** (including a copy of or link to the resource) **along with 2-5 specific statements/themes you plan to analyze.**

### Exam #1

Oct  
04

Due: Wednesday, Oct 04 at 11:59 pm

Covers chapters 1-6

### Quiz #4

Oct  
05

Due: Thursday, Oct 05 at 11:59 pm

### Quiz #5

Oct  
12

Due: Thursday, Oct 12 at 11:59 pm

## Quiz #6

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Oct  
19

Due: Thursday, Oct 19 at 11:59 pm

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## Quiz #7

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Oct  
26

Due: Thursday, Oct 26 at 11:59 pm

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## Paper Assignment: Thesis Statement and Description of Journal Articles

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Oct  
26

Due: Thursday, Oct 26 at 11:59 pm

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Submit a one page paper that includes the title of your final paper, an introductory paragraph (including your thesis statement), and a brief description of **two peer-reviewed journal articles** that you will use to evaluate **one of the claims/themes** from your popular press resource. These brief descriptions of research articles should specifically state the research findings that you will use for evidence in your final paper (e.g., Johnson and Johnson (2011) reported that parent training was not only effective for improving child oppositional behavior at home but that it was associated with improved behavior at school).

## Quiz #8

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Nov  
02

Due: Thursday, Nov 02 at 11:59 pm

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## Exam #2

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Nov  
08

Due: Wednesday, Nov 08 at 11:59 pm

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Covers Chapters 7-10

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## Quiz #9

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Nov  
09

Due: Thursday, Nov 09 at 11:59 pm

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## Quiz #10

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Nov  
16

Due: Thursday, Nov 16 at 11:59 pm

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## Quiz #11

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Nov  
30

Due: Thursday, Nov 30 at 11:59 pm

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## Paper Assignment - Final Paper Submission

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Dec  
07

Due: Thursday, Dec 07 at 11:59 pm

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Submit your completed paper. Your final paper should comprise at least 6 pages but no more than 8 double-spaced pages of text (excluding references). Remember, this assignment requires you to **critically analyze** the popular press article you have chosen using **at least six scientific sources** you have located on your own. For this class, only peer reviewed journal articles count as scientific sources. You are welcome to cite the course textbook but this does not count as one of your sources. Your paper should analyze approximately 2-5 specific statements or themes from your popular press article. Late papers will be assessed a 5-point deduction for each day the paper is late. "Late" means that the paper is submitted electronically after midnight on the date that it was due. A grading rubric for these papers is attached to this assignment.

### Quiz #13

Dec  
07

Due: Thursday, Dec 07 at 11:59 pm

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### Quiz #14

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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### Case Presentation Write-Up

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Purpose: To assist you in developing in-depth understanding of one psychological disorder, including etiology, symptoms, treatment, and prognosis.

Assignment: The course teaching assistant will send you a case presentation assignment via e-mail. This assignment will simply inform you which psychological disorder you will be preparing a hypothetical case presentation for. After receiving your assignment, you will write a 1 page fictional description of a clinical case, including a description of relevant demographic and historical information, current symptoms, course and severity of symptoms, and options for treatment. This paper must be submitted through Learning Suite before class on the day you are assigned to present your case. You are encouraged to use information from your textbook but may not use a case example directly from the text.

Grading: Full points will be given for a thorough, full page description.

### Case Presentation - Oral Presentation

Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

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Purpose: To provide you experience in presenting clinical case information in a public setting and responding to questions about the disorder you have been assigned.

Assignment: The course teaching assistant will send you a case presentation assignment via e-mail. This assignment will simply inform you which psychological disorder you will be preparing a hypothetical case presentation for.

After completing your written fictional case description, you will read your case example in class. You will then respond to questions from class members about your case (e.g., what differential diagnoses would you need to consider? What treatment options are available for this disorder?). You will not be expected to be an expert on the disorder or to answer all questions – you may ask for assistance from other class members or the instructor/teaching assistant in responding to questions.

Grading: If you present your mock case in class, you will receive full credit for the oral presentation. An alternative day for your presentation may be arranged if you are ill on the day of your scheduled presentation – please contact the teaching assistant as soon as you know that you will be unable to present on your assigned

day. If you miss your assigned presentation day and do not contact the TA in advance, you will not receive credit for this assignment.

## Mid-Course Evaluation

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Dec  
14

Due: Thursday, Dec 14 at 11:59 pm

By completing the midcourse evaluation, you will automatically receive 5 extra credit points.

## Exam #3

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Dec  
19

Due: Tuesday, Dec 19 at 10:00 pm

Comprehensive Exam

# University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. 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 but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](https://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

# Schedule

Date	Class Content	Assignments due before class
Week 1		
Th Sep 07 Thursday	Introduction to Child Psychopathology Developmental Psychopathology and Biological Perspectives	Read Chapters 1 & 2
Week 2		
Th Sep 14 Thursday	Psychological and Social Contributors Research Methods <b>Quiz #1</b>	Read Chapters 2 & 3
Week 3		
Th Sep 21 Thursday	Psychological Assessment of Children and Adolescents Diagnosis and Treatment <b>Quiz #2</b>	Read Chapter 4
Week 4		
Th Sep 28 Thursday	Intellectual Disability Autism Spectrum Disorder Child-Onset Schizophrenia <b>Quiz #3</b>  <b>Paper Assignment: Specific Statements for Analysis</b>	Read Chapter 5 & 6
F Sep 29 Friday	<b>Exam #1 Opens</b>	
Week 5		
W Oct 04 Wednesday	<b>Exam #1 Closes</b>	
Th Oct 05 Thursday	Communication Disorders Learning Disorders <b>Quiz #4</b>	Read Chapter 7
Week 6		
Th Oct 12 Thursday	Attention Deficit/Hyperactivity Disorder <b>Quiz #5</b>  <i>Guest Lecturer (I'll be out of town for a conference)</i>	Read Chapter 8
Week 7		



Th Oct 19 Thursday	Conduct Disorders <b>Quiz #6</b>	Read Chapter 9
Week 8		
Th Oct 26 Thursday	Depressive and Bipolar Disorders <b>Quiz #7</b> <b>Paper Assignment: Thesis Statement and Description of Journal Articles</b>	Read Chapter 10
F Oct 27 Friday		
Week 9		
W Nov 01 Wednesday		
Th Nov 02 Thursday	Anxiety Disorders <b>Quiz #8</b> <b>Exam #2 Opens</b>	Read Chapter 11 (pages 356-376)
Week 10		
T Nov 07 Tuesday		
W Nov 08 Wednesday	<b>Exam #2 Closes</b>	
Th Nov 09 Thursday	Obsessive-Compulsive Disorder <b>Quiz #9</b>  **Immediately following class, we will have a brief discussion regarding gender issues and balancing work/life balance. Treats will be provided. :)	Read Chapter 11 (pages 377-398)
Week 11		
Th Nov 16 Thursday	Trauma- and Stressor-Related Disorders <b>Quiz #10</b>	Read Chapter 12
Week 12		
W Nov 22 Wednesday	<b>No Classes</b>	
Th Nov 23 Thursday	<b>Thanksgiving</b>	
Week 13		
Th Nov 30 Thursday	Health-Related Disorders <b>Quiz #11</b>	Read Chapter 13 (page 441-467)
Week 14		
Th Dec 07 Thursday	Substance-Related Disorders <b>Quiz #12</b> <b>Paper Assignment - Final Paper Submission</b>	Read Chapter 13 (pages 467-473)
Week 15		

Th Dec 14 Thursday	Feeding & Eating Disorders <b>Quiz #13</b> <b>Case Presentation - Oral Presentation</b> <b>Case Presentation Write-Up</b> <b>Mid-Course Evaluation</b>	Read Chapter 14
Week 16		
T Dec 19 Tuesday	Final Exam: 177 TLRB 8:00pm - 10:00pm <b>Exam #3</b>	
Th Dec 21 Thursday		