

**PSYCHOLOGY 6270
CHILD PSYCHOPATHOLOGY
Fall 2006**

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Office Hours Wednesdays 11:00 – 1:00
Course Location: EDUC 413C
Course Time: Wednesdays 1:00 – 4:00pm

Course Readings

Required Textbooks

Hersen, M. & Ammerman, R. T. (Eds.). (2000). *Advanced Abnormal Child Psychology*, (2nd ed). Mahwah, NJ: Lawrence Erlbaum.

Kearney, C.A. (2006). *Casebook in Child Behavior Disorders* (3rd ed.). Toronto, Ontario: Wadsworth.

Recommended Additional Reading

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders – DSM IV TR* (4th edition – text revision). Washington, D.C.: Author.

Other Readings

Other readings (journal articles and book chapters) will be assigned. You will receive the readings one week prior to the class in which they will be discussed.

Course Description

This course will cover issues relevant to an understanding of children's emotional and behavioral disorders. Through readings, presentations, class discussions, and the preparation of papers, students will become familiar with the symptom characteristics, histories, etiologies, and research issues pertaining to the major mental health problems found in children and adolescents.

Course Objectives

- 1) Students will develop a working knowledge of the characteristics, classification criteria, and etiologies of various psychological disorders of children and adolescents.
- 2) Students will develop a more detailed understanding of a specific topic area of child and adolescent psychopathology.
- 3) Students will develop an understanding of research and applied issues in child psychopathology.

Course Requirements

- 1) **Class Participation:** Students are expected to attend class and actively participate in class discussions. It is expected that all assigned readings will be read prior to class. More than one absence from class over the course of the semester or failure to actively participate in class discussions will result in a reduction in your class participation grade.
- 2) **Class Presentation/Discussion Leader:** Each student will be responsible for presenting the DSM IV-TR information for a particular childhood disorder and facilitating class discussion for at least one class period. I will provide a model by presenting and leading the discussions on September 6 and 13 and the remaining 11 class periods will be divided among the students. One week prior to leading the class discussion, the student will provide all class members with a copy of 1 to 3 research journal articles or theoretical papers related to the topic being presented and a list of questions that will serve as the focus of discussion. The leader will begin class with a 30 (or so) minute presentation of the diagnostic criteria, associated features, and differential diagnosis information for the disorder being discussed. Be prepared to discuss both assigned readings and the additional articles and plan to take the entire three hour class

period.

- 3) Weekly comments on readings: Each student will submit a one page, single spaced critique of the readings for each week. Discuss questions raised by the readings, clinical applicability of research findings, theoretical issues, or any other relevant issue raised by the readings. You may relate the readings to your own clinical or personal experiences or to your own research interests. However, make sure your critique is tied closely enough to the readings to provide evidence that you actually read the entire assignment. You must refer to most or all of the readings in your critiques; don't just read one or two readings and focus your critique on those. The critiques must be submitted by e-mail prior to the beginning of class each week. You may choose not to turn in your comments one time with no penalty. Use this "freebie" carefully – look at your calendar now to see if there is a particularly difficult week scheduled later in the semester.

4) Final Paper: Review Paper, Research Proposal, or Case Study

Review Paper

Papers may be related to any topic area discussed in class. Papers should be 15 to 25 pages (typed, double-spaced) including references and should comply with the current APA publication manual. A minimum of 15 references from refereed journals should be used. Choose articles from respected peer reviewed journals such as the following: *School Psychology Review*, *Journal of Abnormal Child Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Child Psychology and Psychiatry*, *Behavioral Disorders*, *Journal of the American Academy of Child and Adolescent Psychiatry*, *Journal of Emotional and Behavioral Disorders*, *Child Development*, *Developmental Psychology*, *Journal of Research on Adolescence*, and the *Journal of Clinical Child Psychology*. An initial draft of the paper may be turned in up to a week prior to the final due date.

Research Proposal

The research proposal shall represent a plan for a feasible investigation designed to further an understanding of child psychopathology. As such, it will reflect the first portion of a manuscript submitted for publication (i.e., Introduction, Methods, plus References). Ideally, these research proposals will have the potential to develop into thesis or dissertation proposals. An initial draft of the paper may be turned in up to a week prior to the final due date.

Case Study

If you have had the opportunity to work with children or adolescents in a practicum placement, you may choose to write a case study of a client with whom you have worked. The case study should provide a review of the relevant assessment and treatment literature related to the client's diagnosis (including references for both theoretical and empirical articles related to the diagnosis). In addition, provide a thorough review of your work with the client. Include assessment, treatment planning, and treatment summary. Make sure to remove any identifying information and provide a pseudonym for the client in order to protect confidentiality. An initial draft of the paper may be turned in up to one week before the final due date.

Grading

Each of the above requirements will contribute to your grade in the following manner:

Class participation	10%	
Class Discussion Leader		25%
Weekly Critiques	25%	
Review Paper / Research Proposal	40%	

Final Grades will be assigned based on the following criteria:

A	=	93 - 100%
A-	=	90 - 92%
B+	=	87 - 89%
B	=	83 - 86%
B-	=	80 - 82%
C	=	below 80%

Cheating or plagiarism will not be tolerated and will result in failing the assignment and potentially the course.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Overview of Topics and Reading Assignments

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
8/30	Introduction to the course	
9/6	Historical Overview	Chapter 1 Case #1
9/13	Diagnosis and Classification/Anxiety Disorders	Chapters 2, 14 Case #2
9/20	Epidemiologic Considerations/Depressive Disorders	Chapters 3, 15 Case #3
9/27	Development and Psychopathology/ Learning, Motor, and Communication Disorders	Chapters 4, 18 Case #7
10/4	Psychophysiological research/ Pervasive Developmental Disorders	Chapters 5, 17 Case #11
10/11	Familial Determinants/Eating Disorders	Chapters 6, 21 Case #4 and 10
10/18	Research strategies/abuse and neglect/ Reactive Attachment Disorder	Chapter 7 Case #13
10/25	Psychological Aspects of Pediatric Disorders Feeding Disorders, Tic Disorders, Elimination Disorders	Chapter 8 Cases #5 and 12
11/1	Intellectual and Cognitive Assessment/ Mental Retardation	Chapter 9, 16
11/8	Behavioral Assessment/ ADHD	Chapter 10, 20 Case #6
11/15	Behavioral Treatment/ ODD and CD	Chapter 11, 19 Case #8 and 14
11/29	Psychopharmacological Treatment/ Psychotic Disorders in Childhood	Chapter 12 Case #15
12/6	Community, Prevention, and Wellness Substance Use Disorders Paper Due	Chapters 13, 22 Case #9