

Psychology 4540: Emotional Disorders of Childhood and Adolescence
Fall, 2016
Tues/Thurs 9:30-10:45, 102 McAlester Hall

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Course Description and Goals

This course will survey child and adolescent behavioral and emotional problems, with attention to how these problems may relate to both normal child development and to later adult development. Class topics will include normal versus abnormal development, issues involved in diagnosis of behavioral/emotional problems, and specific diagnoses/problem areas. The goals of this course are for you to understand and be able to describe the most prevalent psychological disorders of childhood and adolescence, including (a) the predominant features of each disorder and how they differ from normal behavior, (b) the developmental course of each disorder and differential expression across the lifespan, (c) assessment methods and the differences between dimensional and categorical classifications of disorders, and (d) the most empirically supported causes and consequences, precursors and correlates, and treatments for each disorder. Class time will be divided among lecture, discussion, individual exercises and group activities. **Attendance and active participation is expected.**

Specific goals of the course are for you to:

1. understand and be able to describe issues and procedures involved in the diagnosis, treatment, and study of child psychopathology
2. understand and be able to describe the most prevalent psychological problems of childhood and adolescence, including their predominant features, developmental course, and how they differ from normal behavior
3. understand and be able to describe the most empirically supported causes and consequences, and precursors and correlates of each disorder.
4. be able to use integration and critical thinking skills to evaluate information about various child adjustment problems, ethical and practical issues in research and practice, etc.

Requirements/Class Activities

1. In-Class Exercises (11) - during several class periods, there will be an in-class activity (e.g., small group discussion of ethical issues, diagnostic case, brief writing assignment). Each in-class exercise will require that you come to class having read the assignment for the day and ready to participate in a discussion, problem-solving exercise, or similar activity. Specific instructions for each in-class exercise will be provided in class. Each in-class exercise will be worth 2 points.

2. Exam Reviews (3) – we will use the “Blackboard” Discussion Board to hold electronic exam reviews. A study guide will be posted approximately 1 week before class and the discussion board will be open from then until midnight the night before class. You can earn up to 3 points per exam review by participating in the following ways:

- (a) asking a question relevant to exam content (i.e., not "how long is the exam?") and that expands on study guide (i.e., not just repeating a study guide item, but asking something specific about it) – worth ½ pt per question asked; you can earn up to 1 pt by asking questions
- (b) answering a classmate’s question – worth 1 pt per question answered. You can earn up to 3 pts by answering questions.

In other words, you can do some of each activity (e.g., ask 2 questions and answer 2) or all of option B (answer 3 questions). Of course, you can also do more, since the primary purpose of the review is to help you prep for the exam! The points are just a way to help prompt your participation. I will monitor the exam review to comment on your questions and answers (e.g., I will endorse/elaborate on/clarify/correct your answers, and will answer unanswered questions), although my monitoring may end earlier than midnight the night before the exam (probably closer to 10pm).

3. Exams (3) - these will cover assigned readings and material presented in class. Exams will involve multiple choice, short answer, and brief essay questions and will be worth 50 points each. They will not be cumulative, except to the extent that many of the ideas covered in the first part of the semester (e.g., issues involved in diagnosis, comprehensive assessment) will still be important in understanding the material covered later in the semester. Study guides will be available approximately one week before the exam. Make-up exams will be provided only in unusual circumstances. I require a well-documented reason for the absence and that you arrange the make-up in advance.

4. Extra Credit - One opportunity for extra credit, worth 3 points, will be available. The content and format of the assignment will be announced in class toward the end of the semester.

Using “Blackboard”

I will use the electronic “Blackboard Academic Suite” to send announcements about the course and post materials (including syllabus, Powerpoint files for lectures, articles, exam reviews, etc.). We will also use Blackboard’s Discussion Board function for exam reviews. If you have other ways that you think Blackboard could enhance the course, please make suggestions.

Grading

In-Class Exercises	11 @ 2 pts	22
Exam Reviews	3 @ 3 pts	9
Exams	3 @ 50 pts	150
Total pts		<hr/> 181

Letter grades will be assigned based on the following scale:

175.5-181 pts	A+
168-175.0 pts	A
162.5-167.5 pts	A-
157-161.5 pts	B+
150-156.5 pts	B
144.5-149.5 pts	B-
139-140.0 pts	C+
132-138.5 pts	C
126.5-131.5 pts	C-
121-126.0 pts	D+
114-120.5 pts	D
108.5-113.5 pts	D-
≤ 108 pts	F

Students with disabilities

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Office of Disability Services (<http://disabilityservices.missouri.edu>), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for students with disabilities, click on "Disability Resources" on the MU homepage.

Academic Integrity

Cheating, plagiarism, or any other type of academic misconduct will not be tolerated. Please see the MU web page on academic integrity for details and definitions: <http://academicintegrity.missouri.edu/>. Given that this is an upper level course, I will assume that you have learned what constitutes plagiarism from earlier (e.g., English) classes. “I didn’t know” will not be an acceptable excuse. If you have any concerns or questions about what constitutes plagiarism or other forms of dishonesty, please contact me.

Required Readings

Text:

M&W Mash, E. J., & Wolfe, D. A. (2013). *Abnormal child psychology* (fifth edition). Belmont, CA: Wadsworth.

Non-Required additional reading recommended for those interested in further study

American Psychiatric Association (2013). Diagnostic and statistical manual of mental Disorders, fifth edition (DSM-V). Washington D.C.: American Psychiatric Press.

Kazdin, A.E. & Weisz, J.R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: The Guilford Press.

Kearney, C.A. (2003). *Casebook in child behavior disorders* (2nd edition). Belmont, CA: Thomson Wadsworth.

Mash, E.J. & Terdal, L. (1997). *Assessment of childhood disorders* (3rd edition). New York: The Guilford Press.

Course Outline and Readings (subject to change as needed)

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
INTRODUCTION TO DEVELOPMENTAL PSYCHOPATHOLOGY		
8-23	introduction	
8-25	defining psychopathology & abnormal development	M&W ch 1-2
8-30	understanding normal development	“ “
9-1	“ “	“ “
9-6	assessment of psychopathology for research and application	M&W ch 3-4
9-8	diagnosis of psychopathology, issues in diagnosis	“ “, (DSM pp. 1-24)
EARLY DEVELOPMENTAL DISORDERS		
9-13	intellectual disability, specific developmental disorders	M&W ch 9, 11, (DSM pp. 31-49, 66-86)
9-15	pervasive developmental disorders, childhood schizophrenia	M&W ch 10 (DSM pp. 50-59)
9-20	----- EXAM 1 -----	
DISRUPTIVE BEHAVIOR DISORDERS		
9-22	attention deficit hyperactivity disorder	M&W ch 5, (DSM pp. 59-66)
9-27	noncompliance, oppositional defiant disorder	M&W ch 6, (DSM pp. 461-476)
9-29	aggression, conduct disorder, delinquency	“ “
10-4	disruptive behavior disorders catch-up	“ “
MOOD DISORDERS		
10-6	major depression, dysthymia	M&W ch 8 (DSM pp. 123-188)
10-11	“ , bipolar disorder	“ “
ANXIETY DISORDERS		
10-13	normal fears, phobias	M&W ch 7 (DSM pp. 189-242)
10-18	separation anxiety disorder, social anxiety disorder, generalized anxiety disorder	“ “
10-20	panic disorder, obsessive-compulsive disorder, catch up	
10-25	----- EXAM 2 -----	
10-27	NO CLASS	
STRESSORS-RELATED DISORDERS/PROBLEMS		
11-1	trauma, maltreatment, post-traumatic stress disorder	M&W ch 14, (DSM pp. 265-286)
11-3	“ “	
11-8	family factors – poverty, homelessness, divorce	
11-10	minority status - racial status & identity, sexual identity, gender ID	
DISORDERS/PROBLEMS RELATED TO PHYSICAL HEALTH		
11-15	eating disorders	M&W ch 13 (DSM pp. 329-354)
11-17	medical/physical illness & disabilities	M&W ch 12
11-22	NO CLASS - THANKSGIVING BREAK	
11-24	NO CLASS - THANKSGIVING BREAK	
WRAP UP		
11-29	adjustment disorders, misc. conditions	(DSM pp. 286-289, 715-727)
12-1	prevention, treatment	re-read M&W ch.4 on treatment
12-6	catch up & wrap up	
12-8	----- EXAM 3 -----	
12-13	----- Extra Credit Due NOON -----	

* The first DSM reading is strongly encouraged. All others (listed in parentheses) are optional. We will cover what I want you to know from the DSM in class, but you may wish to supplement class material with reading for your own information.