ST. JOHN’S UNIVERSITY

New York, NY

Department Of Psychology

Syllabus

Child and Adolescent Psychopathology

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Feb. 28, 2011
Course Number
2220

Course Title:
Child and Adolescent Psychopathology

Credits:
3

Prerequisites:
PSY 1000

Co requisites:
None

Course Description:
Developmental, clinical-diagnostic, and experimental approaches to child and adolescent psychopathology will be addressed. The developmental course of each disorder and the role of biological, psychological, and sociocultural factors and how they interact with a child's environment will be addressed. Specifically, the course will examine disorders related to anxiety, stress & trauma, mood, schizophrenia, eating and substance abuse, memory & organic dysfunctions, ADHD, and personality in childhood and adolescence.

Class Meetings:
The lectures will meet for 3 hours a week on either a two or three day schedule.

Course Goals and Learning Outcomes

Goal I. Demonstrate knowledge of the major theories and constructs in child and adolescent psychopathology.

Learning Outcome A. Identify the major theoretical perspectives in child and adolescent psychopathology, such as physiological, psychodynamic, humanistic, behavioral, and cognitive.

Learning Outcome B. Compare and contrast theoretical perspectives in child and adolescent psychopathology.

Learning Outcome C. Identify differences in theoretical approaches to understanding child and adolescent psychopathology.

Goal II. Demonstrate understanding of research methods in child and adolescent psychopathology.
Learning Outcome A. Compare and contrast the different research methods used in child and adolescent psychopathology.

Learning Outcome B. Compare and contrast correlational methods with experimental methods in child and adolescent psychopathology.

Learning Outcome C. Give examples of basic studies in child and adolescent psychopathology that address psychological questions using appropriate research methods.

Learning Outcome D. Identify the requirements stated by the APA Code of Ethics in the treatment of human participants, particularly minor children, in research.

Learning Outcome E. Generalize research conclusions appropriately based on the reading of primary source research studies in child and adolescent psychopathology psychology.

Goal III. Demonstrate knowledge of childhood disorders, including etiology and treatment.

Learning Outcome A. Identify the major disorders as specified in the DSM-IV-TR.

Learning Outcome B. Compare and contrast the etiological models for the disorders and demonstrate awareness of the scientific support for these models.

Learning Outcome C. Identify the treatments associated with the major disorders.

Learning Outcome D. Demonstrate knowledge of the treatment outcome literature for the relevant treatments for each disorder.

Goal IV. Demonstrate critical thinking skills in child and adolescent psychopathology.

Learning Outcome A. Demonstrate critical thinking by effectively reading and writing about theories and research in child and adolescent psychopathology.

Learning Outcome B. Read and accurately summarize the general scientific literature in child and adolescent psychopathology.

Learning Outcome C. Demonstrate reasoning by recognizing, developing, defending, and criticizing arguments and other persuasive appeals regarding child and adolescent psychopathology.

Goal V. Demonstrate application of abnormal psychology.

Learning Outcome A. Describe major applied areas of child and adolescent psychopathology (e.g. clinical, counseling, and school psychology)

Learning Outcome B. Identify appropriate applications of child and adolescent psychopathology in individual, family, and school related
problems and articulate how psychological principles can be used to explain social issues and inform public policy with respect to child and adolescent psychopathology.

**Learning Outcome C.** Apply psychological concepts, theories and research findings in child and adolescent psychopathology to everyday life, such as parenting, education, and problem solving.

**Goal VI. Demonstrate effective communication skills.**

*Learning Outcome A.* Demonstrate effective writing skills on exam essays, term papers, note taking, service learning logs, reflection papers, in-class and out-of-class written assignments.

*Learning Outcome B.* Demonstrate effective oral communication skills in group discussion and debates regarding child and adolescent psychopathology.

*Learning Outcome C.* Exhibit quantitative literacy by using research statistics to make effective arguments about child and adolescent psychopathology and interpret research findings by understanding statistics and graphs.

**Goal VII. Demonstrate sociocultural and international awareness.**

*Learning Outcome A.* Describe the sociocultural and international contexts that influence individual differences in child and adolescent psychopathology.

*Learning Outcome B.* Explain the dynamic and transactional nature of how individual differences among families, couples, parents, teachers, and others influence beliefs, values, and interactions with others and vice versa.

*Learning Outcome C.* Identify the ways in which privilege, power and oppression may affect prejudice, discrimination and inequity with regard to abnormal psychology.

**Goal VIII. Demonstrate information and technological literacy.**

*Learning Outcome A.* Locate and choose relevant sources from appropriate media, which may include data and perspectives outside traditional psychology and Western boundaries.

*Learning Outcome B.* Read and accurately summarize the general scientific literature in child and adolescent psychopathology.

*Learning Outcome C.* Demonstrate computer skills by using St. John’s Central, basic word processing, email, library databases such as PsycInfo, and the World Wide Web for high quality information about developmental psychology.

**Assessment Strategies:**
The purpose of the course is to provide a comprehensive overview of the field of abnormal behavior and psychopathology as it relates to children and adolescents. Students should understand and be able to analyze and interpret the existing research literature in child and adolescent psychopathology. Achievement of the learning outcomes set forth for the course may be assessed through test performance on examinations that include both multiple choice questions and essay questions that test for specific factual and conceptual knowledge of the concepts in abnormal psychology. In addition, term papers, in-class writing assignments, out-of-class writing assignments, oral presentations, service learning, and electronic portfolios may be used to assess these same learning outcomes.

Proposed Texts


Sample Readings/Bibliography:


**Basis of Evaluation**

1. Three In-Class Examinations.
2. Quizzes.
3. Group Project.
4. Completion of homework assignments.
5. Attendance.
6. Participation in class.

**About exams:**
Each of the exams will cover only the material since the last exam, however there will be a comprehensive final exam.

There are no make-up exams!! If you have a conflict with any exam, you must notify one of us at least 24 hours in advance. If an exam is missed, and I am not notified ahead of time, you will receive an F for that exam.

There will be a quiz on the assigned readings each week. **There are no make-up quizzes** but you may arrange to take the quiz prior to the class if you know you will be missing that day due to a university excused absence. You are to turn in the sheet with your quiz.

**About assignments and class participation:**

**Research Project:** Groups of 3-4 students will either a) construct and evaluate an original (fictitious) psychological test or assessment method for a childhood disorder or b) develop a treatment outcome study to evaluate effective treatment of a childhood disorder. The completed project will include a written report in APA format and a formal oral presentation of the project. Preliminary drafts of each section of the paper will be due throughout the semester. These preliminary drafts will not be graded, but are meant to provide valuable feedback. You are strongly encouraged to seek feedback frequently throughout the semester. Specific instructions regarding the project will be presented in class. You are not required to collect data for this, rather cover all the necessary components and present data as if it were a real test.

**Academic Integrity:** Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and for not taking credit for the effort and ideas of others. This includes plagiarism, cheating and not contributing to group projects. This obligation is based on mutual trust. Cheating of any type on exams, quizzes or other graded work will not be tolerated. Part of your group research project grade will be determined by your co-project collaborators.

**Units of Instruction**

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<th>Topic</th>
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<td>I. Course review; Intro to Abnormal child psychology</td>
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<td>II. Intro to Abnormal child psychology; Theories &amp; causes of</td>
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<td>Child Psychopathology</td>
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<td>III. Theories &amp; causes of Child Psychopathology</td>
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<td>IV. Research in Child Psychopathology</td>
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<td>V. Assessment, Diagnosis, and Treatment of Child psychopathology</td>
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<td>VII. Attention deficit/Hyperactivity Disorder (ADHD)</td>
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<td>X. Conduct disorders</td>
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<td>XI. Anxiety Disorders</td>
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<td>XVI. Autism &amp; Childhood-Onset schizophrenia</td>
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<td>XVII. Communication &amp; Learning Disorders</td>
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<td>XVIII. Learning disorders</td>
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<td>XX. Eating-Disorders &amp; BDD</td>
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<td>XXI. Child Abuse &amp; Neglect</td>
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<td>XXII. Group Project Presentations</td>
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<td>XXIII. FINAL EXAMINATION</td>
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New York State Education Department (NYSED) Requirement:

3 credits = 15 class contact hours \times 3 \text{ credits} = 45 \text{ contact hours}

30 supplemental hours (readings, research assignments, review sheets) \times 3 = 90 \text{ hours}

Total = 135 hours