

Child and Adolescent Psychopathology
PSYC 560
Spring 2013

Instructor: Emily Cook, PhD
Office Hrs: M 2-4; W 10-12 (317 HM)
Class: Thur 4-6:50pm

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Location: Craig Lee 204

Readings

- Mash, E.J., & Barkley, R. A. (2003). *Child Psychopathology*, 2nd Edition. New York, NY: Guilford Press. ISBN: 978-1572306097
- Other Assigned Readings will be posted on Blackboard.

Blackboard

Information for this course will be available through Blackboard (<https://blackboard.ric.edu>). If you need assistance accessing BB, please contact the Blackboard Student Help Desk at (401) 456-8803. Blackboard contains a copy of the syllabus, student grades on assignments, assignments, and any other relevant documents to the content of this class. Please note that the information provided on Blackboard is meant to *serve as a supplement, rather than an alternative*, to regular class attendance and participation. You are still responsible for all information presented during class time.

Course Description

PSYC 560 will focus on the important topic of child and adolescent psychopathology and is intended to introduce students to types of psychopathology, with an emphasis on the identification, description, diagnostic criteria, developmental trajectory, and the social, psychological, and biological factors involved in the development of these disorders.

Course Goals: By the end of the course, I expect that you will have gained the following competencies

1. Be able to identify the defining features of different child and adolescent disorders, as well as the biological, genetic, psychological, and social mechanisms associated with development of different disorders.
2. Be familiar with different theoretical explanations and frameworks for understanding child and adolescent psychopathology.
3. Demonstrate an understanding of the DSM-IV taxonomy of child and adolescent disorders and the strengths and weaknesses of using this approach for classification.
4. Express an appreciation for how cultural and gender issues may impact diagnostic criteria, as well as be familiar with gender and ethnic differences in prevalence rates and development of disorders.
5. Critically evaluate research on child and adolescent disorders and be able to develop relevant research questions for your own paper.

6. Be familiar with different treatment approaches for child and adolescent psychopathology and the efficacy of these treatments for youth.
7. Gain an understanding of different analytic approaches used to assess developmental psychopathology.

Learning Environment

To achieve the goals of this course we must work together. My role as instructor is to come to class prepared and provide a learning environment that is meaningful and challenging. Class will be conducted in a seminar format with a small amount of lecture content. Lectures and in-class discussion will highlight key information from the readings, but new information *not* covered in the readings will be presented. Because this is a seminar I expect that you will be active in class discussions. My role as the instructor will be to facilitate these discussions but not be the sole leader of them.

Your role as a student is to attend class, pay attention, participate in class discussion and activities, complete all class assignments and exams, and read the readings. I also expect that you will respect the class by **turning off your cell phones** and IPODS during the lecture and not bringing outside reading material into class. Please do not come to class late or leave early without letting me know. Lastly, if the behavior of another classmate is somehow inhibiting your ability to feel comfortable in the learning environment please come and see me.

Course Policies

1. **Attendance:** The concepts and skills covered in this course are advanced and challenging. Accordingly, students are expected to **be present during all classes** and to **arrive on time**. Each student will be allotted **one** “excused” absences over the course of the semester. I assume that this absence will be for legitimate reasons. Accordingly, there is no need to (i.e., please do not!) explain or document (e.g., doctor’s notes) absences. Additionally, please do not come late to class. Students will be responsible for all material presented during classes they miss. In other words, **the professor will not “re-teach” material missed during class absences during individual appointments.**
2. **Academic Integrity** is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university.
3. **Plagiarism** has become an increasing problem. Anyone who plagiarizes on a paper will at the very least receive an F on that paper. Please go to the following website to review plagiarism policies.
(<http://ric.libguides.com/content.php?pid=96224&sid=720434>)
4. **Disability Accommodations:** Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office, located in room 127 in Craig Lee (456-8061). To receive academic

accommodations for this class, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

Course Requirements

1. Students will complete assigned readings prior to class.
2. Students will attend all classes and participate actively in discussions.
3. Students will complete two take home exams. These exams are not cumulative.
4. Students will submit weekly reaction papers to class readings.
5. Students will facilitate a class discussion on one of the topics covered throughout the semester.
6. Students will develop a research paper to be handed in at the end of the semester.

Exams. You will be required to take two exams – these exams will be take-home. The last exam will be your final. The final is not cumulative but may draw on issues and discussions had throughout the semester. You will be tested on information presented during lectures, class discussions, and on your assigned readings. **There will be no extensions for your exams.**

Reaction Papers. Each week you will be required to write a brief (1 page single spaced) reaction paper based off all the assigned readings. **This should be a reaction that includes your thoughts, ideas, and questions about the readings and not a summary of the individual readings.** When possible you should try to pull out themes across the readings that will aid in discussion and your understanding. You may ask questions about things you did not understand in the readings but the reflection should go beyond clarification. Possible approaches might include comparing and contrasting findings across readings, discussing the methodological strengths and weaknesses of the research, pointing out questions that still need to be addressed within this topic area, drawing connections between the readings and outside material (e.g., current events, life events, readings from other classes). **Reaction papers must be turned in to me by 8am on the Thursday of class (you can email it to me but be sure to put reaction paper and your name in subject line).** You should also bring your own copy to class. **You may miss turning in two reaction papers throughout the semester** – but you are still expected to come to class prepared to discuss the readings.

Leading Class Discussion. Each student will be asked to introduce the topic for the day and lead class discussion once throughout the course of the semester. On this day you will be the person in charge of facilitating class discussion during the time we are there. I will be there to support you but will let you take the lead. During the first week of class students will choose the topic/week that they will present. Students will be expected to bring in outside information to class that is relevant to the topic chosen, as well as discuss the readings from the current week. Students will start by providing a brief overview of class content for the day, which may include presenting information to the class on outside information – this should take about 10-15 minutes and should set the stage for class that day. Following your introduction I will give a brief overview of my take on the readings and discuss any points that I see relevant. You will then be in charge of generating discussion for that class period. Your discussion should set out what you see as the *context, key concepts, and controversies* related to this topic. I would suggest for the leading of class discussion that you come up with ideas and questions before hand to stimulate discussion. You are welcome to use visual aids (e.g., power point) to help facilitate your discussion but this is not required and should not feel like a lecture. **Please do not simply spend time reviewing**

the content of the articles but find ways to discuss the content with the rest of the class. You should meet with Dr. Cook before you lead discussion.

Final Research Paper. Students will be required to individually prepare a 10 to 15 page research paper (not including references). This research paper is designed to address a topic of your choosing that pertains to child or adolescent psychopathology. This paper will be a substantive literature review about a pre-approved topic of your choice. In this paper you will identify a research problem/question and review/critique relevant theories and research, as well as provide two directional hypotheses at the end of your review. The paper should build toward these hypotheses by identifying why what you have chosen is an important topic, as well as made a clear argument as to how you are contributing to the existing research. Within your papers aim for 15-20 references (12 of which must be empirical articles), noting key historical material as relevant, but emphasizing the latest literature. Specific instructions for the paper will be posted on Blackboard under course documents. Papers must be in APA format and typed. A useful FAQ about APA writing style can be found at <http://www.apastyle.org/learn/faqs/index.aspx>. Papers should not be handed in late. **Any late paper will result in a letter grade off the final paper grade for each day it is late.** Please see me as soon as possible if you have any questions regarding expectations for the paper. Students who reproduce phrases or sentences from the work of others in their own writing without appropriate quotation marks and page references *have committed plagiarism*. All students are required to turn in a signed copy of the “Statement Regarding Plagiarism” (attached) with their final paper.

A brief statement of your topic is due on February 7th. If this statement is not handed in 5 points will be taken off your final paper. This brief statement should be 2 paragraphs and should provide a rationale for why your topic is important, what theoretical rationale you will rely on, and what your general research question is (Note. You do not have to have developed hypotheses as of yet but should have a general purpose). **The final research paper is due in class on 4/18/13 and will only be accepted by email.**

Grading

Final grades will be computed as follows:

Class Participation	10 points
Reaction Papers (7 points each)	42 points
Class Led Discussion	20 points
Exam 1	50 points
Exam 2	50 points
Final Paper	60 points
Total	232 points

Points will be converted to a traditional 100 point grading scale for assignment of grades:

A (94% and higher)	A- (90-93.99)	B+ (87-89.99)	B (84-86.99)
B- (80-83.99)	C+ (77-79.99)	C (74-76.99)	C- (70-73.99)
D+ (67-69.99)	D (64-66.99)	D- (60-63.99)	F (less than 60)

Note: The instructor reserves the right to change the syllabus as necessary. **You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.**

Course Calendar			
Date	Topic	Readings	Assignments Due
Week 1 – 1/24/13	Overview of Course Introduction to Developmental Psychopathology	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 1 • Rutter, 2011 	
Week 2 – 1/31/13	Introduction to Developmental Psychopathology (Continued)	<ul style="list-style-type: none"> • Cichetti & Rogosch, 2002 • Paus et al., 2008 • Cohen et al., 1993 	
Week 3 – 2/7/13	Diagnoses and Analytic Methods	<ul style="list-style-type: none"> • Rutter, 2011 • Lilienfeld et al., 1994 • Hinshaw, 2005 	Topic Choice for Paper Due
Week 4 – 2/14/13	Behavior Disorders – Attention- Deficit/Hyperactivity Disorders	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 2 • Chronis, Jones, & Raggi, 2006 • Nigg, 2012 • Reid et al., 2010 	Reaction Paper Due
Week 5 – 2/21/13	Behavior Disorders – Conduct Disorders and ODD	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 3 • Moffitt et al., 2008 • Roisman et al., 2010 	Reaction Paper Due
Week 6 – 2/28/13	Behavior Disorders – Substance Use Disorders	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 4 • Connell et al., 2006 • Oesterle et al., 2010 	Reaction Paper Due
Week 7 – 3/7/13	MIDTERM DUE – TOPIC TO BE DETERMINED - WE WILL HAVE CLASS BUT NO READINGS REQUIRED		
Week 8 – 3/14/13	NO CLASS – SPRING BREAK		
Week 9 – 3/21/13	Emotional and Social Disorders – Mood Disorders & Depression	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 5 • Wilkinson & Goodyear, 2011 • Weisz et al., 2006 • Carlson, 2005 	Reaction Paper Due

Week 10 – 3/28/13	Emotional and Social Disorders – Anxiety Disorders	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 6 • McGrath et al., 2012 • McLeod et al., 2007 	Reaction Paper Due
Week 11 – 4/4/13	Emotional and Social Disorders – PTSD	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 7 • Hoven et al., 2003 • Pratchett & Yehuda, 2011 	Reaction Paper Due
Week 12 – 4/11/13	Eating Disorders	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 15 • Adambegan et al., 2012 • Bravender et al., 2010 • Stice et al., 2012 	Reaction Paper Due
Week 13 – 4/18/13	No Topic	Dr. Cook at SRCD - No Class	Final Papers Due to Departmental Secretary by 4pm that day
Week 14 – 4/25/13	Developmental Disabilities – Autism Spectrum	<ul style="list-style-type: none"> • Mash & Barkley – Chapter 9 • Rutter, 2005 • Mazefsky et al., 2012 • Matson et al., 2008 	Reaction Paper Due
Week 15 – 5/2/13	Wrap-Up	Course Wrap-Up – Finish Any Uncovered Material	
5/9/13	FINAL EXAM DUE		