



CHILD & ADOLESCENT PSYCHOPATHOLOGY

PSYC 360 – Section 1

Fall, 2017 § M/W 9:30-10:45 § Science D224 § University of Wisconsin - Stevens Point

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Office Hours: M,T,Th 11:00-12:00, or by appt.
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I. Course Description

This course focuses on the research-based examination of the classification, causes, origins (etiology), and treatment of the major psychological disorders that occur in childhood and adolescence. The course format will include a combination of lectures, discussions, video presentations, small and large group activities, and case studies to facilitate student learning.

II. Prerequisites

This is an advanced course in psychology. Students are required to have accrued six credit hours of psychology courses.

III. Required Text

Parritz, R. H. & Troy, M. F. (2014). *Disorders of Childhood, Development and Psychopathology* (2nd ed.). Boston, MA: Cengage Learning.

Note: Additional readings may be assigned throughout the course. Such readings will be handed out in class, made available on-line or through e-mail, and/or put on library reserve with advance notice.

IV. Course Objectives

This course is designed to provide an introduction to abnormal child and adolescent psychology. In this course, we will study the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective. This perspective examines the course of child and adolescent disorders over time, pays special attention to risk and protective factors, and examines child psychopathology in the context of normal child development.

This course has three broad goals. First, *I want you to be able to appreciate the multifactorial nature of child development*. There are rarely single causes for children's problems. Instead, psychopathology typically arises from a complex mix of genetic, biological, psychological, social-familial, and cultural factors. Each disorder can be partially explained at each of these levels of analysis; however, we usually get the clearest picture of children's problems through integration across multiple levels and over time.

Second, through your participation in this course, *I hope that you will begin to gain an understanding of treatment options and the importance of research and science in our understanding of how to best help children and adolescents achieve optimal development*.

Third, *I hope that your participation in this course will have relevance to your everyday life*. Although you may not become a professional therapist or mental health researcher, you will likely be called upon to help children and adolescents at some point in your life. For example, you may become a physician, nurse, teacher, librarian, or another professional who has direct contact with children. Alternatively, you

might volunteer as a coach, tutor, or mentor. Most importantly, you may become a parent where you witness the spectrum of child development first hand. I hope that this course will begin to provide you with the knowledge and critical thinking skills necessary understand the course of normal child development along with the various mental health challenges that children and adolescents may face.

V. Class Expectations

- Attend *every* class. Lectures include material not covered in the text.
- READ the material *before* each class. REVIEW material *after* class.
- Be *respectful* of others. Failure to do so may result in the student being asked to leave class.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. If your cell phone rings during class, I have the right to answer it.
- Complete assignments and exams *as scheduled*, and keep the instructor informed of any barriers to doing so as soon as possible.

VI. Course Materials

The syllabus and grades will be available on Desire 2 Learn (D2L): <http://www.uwsp.edu/d2l/> Announcements, assignments, articles, study guides and powerpoint presentations may also be posted. Please consult the instructor if you cannot access this website.

VII. Evaluation of Performance

Evaluation of student performance will be based on scheduled exams, quizzes, group projects, and participation). These projects will total 500 possible points, and final grades will be calculated as a percentage of total points earned.

Exams: There will be three exams over the course of the semester. Exams will consist of multiple choice questions and short answer questions. Each will be worth 100 points. The final exam will NOT be cumulative, and will be just like the previous exams. Exams will be closed-book and monitored. Any student caught cheating will receive a score of zero on the exam, as per the academic integrity policy listed below. Students will not be allowed to enter the classroom once the exam has started. Instead a score of zero will be provided for late arrival on exam days.

Quizzes: To place value on the importance of timely attendance to class and keeping up with the readings BEFORE class, 2 unannounced quizzes will occur throughout the semester, **starting immediately at 9:30**. Ten minutes will be allowed for each quiz. If you are late to class you will not receive ten minutes to complete. If you do not attend, there will not be the opportunity to make up these quizzes at a later time. These quizzes will focus on information from the previous class AND information from the material that should have been read prior to class. An attempt will be made to make quizzes fairly simple so as to boost the grade of those that do have timely attendance to class and have made an effort to read material prior to coming to class. Each quiz will be worth 15 points.

Group Project: Each student will work in a group of approximately 3 students in order to research, summarize, and present to the class on a specific psychological disorder of childhood or adolescence. Each group's disorder will be determined randomly in class. Details of this project will be included on D2L, but the overall goal of the project is for the group NOT to describe the disorder from the textbook, but to identify a research article on the disorder, read and summarize these findings, and present to the class on this literature. Grades will largely reflect accurate use of APA style and the utilization and understanding of research in the field to advance knowledge in child psychopathology. Each group project will be worth 70 points. **Written and oral component to project. Written must be turned in on D2L and as a hard copy.**

Paper: As described in greater detail on D2L, one last assignment will be to identify, analyze, summarize and compare two articles of each student's choosing. One article needs to be from empirically-supported, peer-reviewed journal article, while the other must be an article in the popular media regarding the same childhood mental health disorder. Again APA style and proper utilization of information technology will be included in the grade. Each paper will be worth 70 points. The paper must be turned in on D2L (dropbox) electronically and as a hard copy on or before the date it is due (see calendar).

Participation: By university policy, regular attendance is expected and required. Thus, I will not give points for simple attendance; you are simply expected to be in class, both in body and mind. However, you will receive a participation grade, worth 30 points. This grade includes my estimation of your preparedness, your asking and answering of questions in lecture, your participation during discussion sessions, and your general attitude in the classroom. Participation grades will be lowered due to use of phones or other electronic devices for purposes outside of class, talking with others in side conversations, working on material not pertaining to the class, sleeping, or exhibiting other inappropriate classroom behavior. While exact points are determined at the end of the class, these guidelines will be followed.

30: Good to excellent: Spontaneous asking or answering of questions during lecture and discussions; showing evidence as a group leader and active contributor in group work; demonstrating preparedness

20: Some class participation but lacking in spontaneous asking/answering questions; Participation in group project but not as a leader; typically just doing the minimum of what is required.

10: Never to rarely speaking in group discussions or asking/answering questions in lecture; exhibiting a poor attitude toward learning or regularly a distraction in class

VIII. Point Distribution

Point distribution for this course is as follows.

Use this chart to keep track of your progress throughout the semester.

<u>Point Distribution:</u>	<u>Possible</u>	<u>My score</u>
Exam #1	100 pts	_____
Exam #2	100 pts	_____
Exam #3	100 pts	_____
Quiz #1	15 pts	_____
Quiz #2	15 pts	_____
Paper Analysis	70 pts	_____
Group Project:	70 pts	_____
Participation 1 st half:	15 pts	_____
Participation 2 nd half:	15 pts	_____
Total:	500 points	_____

Total Points to Final Grade:

A	= 463-500 (92.5-100%)
A-	= 448-462 (89.5-92.4%)
B+	= 433-447 (86.5-89.4%)
B	= 413-432 (82.5-86.4%)
B-	= 398-412 (79.5-82.4%)
C+	= 383-397 (76.5-79.4%)
C	= 363-382 (72.5-76.4%)
C-	= 348-362 (69.5-72.4%)
D+	= 333-347 (66.5-69.4%)
D	= 298-332 (59.5-66.4%)
F	= 0-297 (0-59.4%)

Note: Extra credit will NOT be available.

Final grades of "Incomplete" will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities. Typically, an Incomplete must be completed within one semester otherwise an "F" will result.

IX. Make-up Exams and Late Assignments

Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. In order to qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam and b) schedule a make-up exam within one week of the missed exam. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Final grades of “incomplete” will be determined in the same way.

Both hard copies of all assignments and submission to D2L are required to receive full credit (Do not email assignments). In the case of expected absence, you may submit your paper *prior* to class. Assignments not submitted during or prior to class will result in at least a 10% reduction in credit per day.

Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times. I will notify you of available times, and you will be expected to schedule during one of these times. Make-up exams should be completed within one week of the original exam date.

X. Students’ Rights & Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document (link provided on D2L), and is intended to help establish a positive living and learning environment at UWSP.

XI. Academic Integrity

Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students’ work, and copying or paraphrasing material from sources (e.g., internet, articles, books) without using quotations or citations. Plagiarism will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student’s disciplinary file. “Accidental plagiarism” – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the exam/assignment. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the *Rights and Responsibilities* document, Chapter 14. A link to this document is provided on D2L.

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

XII. Accommodations and Disabilities

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. A link to UWSP’s policy is provided on D2L.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact the professor at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center. A link to the Center's webpage is provided on D2L.

XIII. Extra Assistance or Tutoring

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact Kay in the Psychology Department, 715-346-2883).

XIV. Title IX Disclaimer

Given the nature of this course, any disclosure of unreported neglect, physical, or sexual abuse of a child made to a University instructor must be reported to the appropriate administrative or law enforcement officials. Instances of the sexual assault of an adult must also be reported to the University under the Clery Act.

XV. Mandatory Reporting of Illegal Acts

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

XVI. Emergency Responding

In the event of a medical emergency call 911 or use Red Emergency Phone (located outside D230 Science). Offer assistance if trained and willing to do so. Guide all emergency responders to the person in need.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of the Science Building (by the Health Enhancement Center). Notify instructor or emergency command personnel of any missing individuals.

In the event of an Active Shooter – Run/Escapes, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures at UW-Stevens Point.

Class Calendar – Fall, 2017

Wk	Date	Topic (s)	Reading	Presentations
1	W 9/6	Syllabus & Introduction	Chapter 1	
2	M 9/11 W 9/13	Introduction Development, Diagnosis, Treatment Models	Chapter 1 Chapter 2	
3	M 9/18 W 9/20	Principles and Practice of Developmental Psychopathology	Chapter 3	
4	M 9/25 W 9/27	Classification, Assessment, Diagnosis, Intervention	Chapter 4	
5	M 10/2 W 10/4	Disorders of Early Development	Chapter 5	Group 1: 10/4
6	M 10/9 W 10/11	EXAM #1 Disorders of Attachment	EXAM DAY Chapter 6	Group 2: 10/11
7	M 10/16 W 10/18	Intellectual, Developmental, & Learning Disorders	Chapter 7	Group 3: 10/18
8	M 10/23 W 10/25	Autism Spectrum Disorder	Chapter 8	Group 4: 10/25
9	M 10/30 W 11/1	Attention-Deficit/Hyperactivity Disorder	Chapter 9	Group 5: 11/1
10	M 11/6 W 11/8	Oppositional Defiant Disorder (and Related) EXAM #2	Chapter 10 EXAM DAY	Group 6: 11/6
11	M 11/13 W 11/15	Anxiety/OCD/Somatic Disorders	Chapter 11	Group 7: 11/15
12	M 11/20 W 11/22	Mood Disorders	Chapter 12	Group 8: 11/22
13	M 11/27 W 11/29	Trauma & Stress Related Disorders Article Comparisons are due 11/29	Chapter 13	Group 9: 11/29
14	M 12/4 W 12/6	Substance Use and Addictive Disorders	Chapter 14	Group 10: 12/6
15	M 12/11 W 12/13	Eating Disorders	Chapter 15	Group 11: 12/13
Exam #3 (Final) WED 12/20/17 8:00 – 10:00 am SCI D224				

*This calendar is subject to change based on the instructor's discretion. All modifications will be announced in class and placed on D2L. It is the responsibility of the student to stay informed of changes.