



CHILD & ADOLESCENT PSYCHOPATHOLOGY

PSYC 360 – Section 1

Fall, 2018 § M/W 9:30-10:45 § Science D230 § University of Wisconsin - Stevens Point

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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 a specialized and rather advanced course in psychology, although only PSYC110 is required. It is also recommended that you have taken PSYC260.

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 to 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. Side discussions between students, even in the back of the class, are very disruptive to others.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. Please make a habit of turning off ringers before class.
- Complete assignments and exams *as scheduled*. Communicate effectively regarding barriers.

VI. Course Resources

The syllabus and grades will be available on Canvas (www.uwsp.edu/Canvas). 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, papers, and group projects. These projects will total 600 possible points, and final grades will be calculated as a percentage of total points earned.

Exams: There will be four 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. 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. Without a documented and pre-approved excuse, 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 regular attendance and keeping up with the readings, 4 quizzes will occur throughout the semester using Canvas. You will have a 48-hour window to complete each of these quizzes. There will be no opportunity to earn these points once the quiz has closed. These quizzes will focus on information from the previous class AND information from the material that should have been read prior to class. These quizzes are meant to assist you in anticipating the type of items that will be included on exams. 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 Canvas, 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 60 points. The group's presentation must be uploaded to Canvas prior to class on the day the group is to present.

Reflection Paper: One of your first assignments will be to view a specified media clip or read a specified article and write a reflection paper to demonstrate completion of the assigned reading and/or video. Typically, I choose a topic that has been immediately relevant in the media. I will choose this topic at least two weeks in advance of when the assignment is due. This paper should be at least 2 pages in length and should not exceed 4 pages. The reflection paper is worth 20 points.

Comparison Paper: As described in greater detail on Canvas, one last assignment will be to identify, analyze, summarize and compare two articles of each student's choosing. One article needs to be from an 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 60 points. The paper must be turned in on Canvas (dropbox) electronically on or before the date it is due (see calendar).

VIII. Point Distribution

Point distribution for this course is as follows.

<u>Point Distribution:</u>	<u>Possible</u>	<u>My score</u>
Exam #1	100 pts	_____
Exam #2	100 pts	_____
Exam #3	100 pts	_____
Exam #4	100 pts	_____
Quiz #1	15 pts	_____
Quiz #2	15 pts	_____
Quiz #3	15 pts	_____
Quiz #4	15 pts	_____
Reflection Paper	20 pts	_____
Comparison Paper Analysis	60 pts	_____
Group Project:	60 pts	_____
Total:	600 points	_____

Total Points to Final Grade:

A	= 555-600	(92.5-100%)
A-	=537-554	(89.5-92.4%)
B+	=519-536	(86.5-89.4%)
B	=495-518	(82.5-86.4%)
B-	=477-494	(79.5-82.4%)
C+	=459-476	(76.5-79.4%)
C	=435-458	(72.5-76.4%)
C-	=417-434	(69.5-72.4%)
D+	=399-416	(66.5-69.4%)
D	=357-398	(59.5-66.4%)
F	=0-356	(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.

IX. Attendance: By university policy, regular attendance is expected and required. Thus, I do not give additional points for simple attendance; you are expected to be in class, both in body and mind. You will see your grade negatively affected by repeated absences as class demonstrations and discussions may be incorporated into exams. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance may be the single most important factor under your control in determining your grade. Although I will not re-teach the material to you if you are absent, please let me know when you will miss class and ask a classmate to share notes if possible. University activities, religious beliefs, and military service are reasonable excuses but must be documented prior to absences according to university policy.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. See policies and instructions on the registrar's website regarding drop deadlines and procedures.

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. 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.

Canvas submission of required assignments by class time on indicated due date is required to receive full credit (Do not email assignments). Assignments not submitted 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. 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 Canvas) 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 Canvas.

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. 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 Canvas.

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 ADA 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. 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/Escape, 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, 2018

Wk	Date	Topic (s)	Reading	Presentations
1	9/5-Wed	Syllabus & Introduction	Chapter 1	
2	9/10 9/12	Development, Diagnosis, Treatment Models Quiz #1 open on CANVAS 9/12 – 9/14	Chapter 2	
3	9/17 9/19	Principles and Practice Classification, Assessment, Intervention	Chapter 3 Chapter 4	
4	9/24 9/26	EXAM #1 Disorders of Early Development	Chapters 1-4 Chapter 5	
5	10/1 10/3	Disorders of Attachment Reflection Paper Due 10/3	Chapter 6	Group 1: 10/3
6	10/8 10/10	Intellectual, Developmental, LD Quiz #2 open on CANVAS 10/10 – 10/12	Chapter 7	Group 2: 10/10
7	10/15 10/17	Review & Catch-up Day EXAM #2	Chapters 5-7	Group 3: 10/15
8	10/22 10/24	Anxiety/OCD/Somatic Disorders	Chapter 11	Group 4: 10/24
9	10/29 10/31	Mood Disorders	Chapter 12	Group 5: 10/31
10	11/5 11/7	Trauma & Stress Related Disorders Quiz #3 open on CANVAS 11/7 – 11/9	Chapter 13	Group 6: 11/7
11	11/12 11/14	Eating Disorders	Chapter 15	Group 7: 11/14
12	11/19 11/21	EXAM #3 Autism Spectrum Disorder	Chapter 11-13, 15 Chapter 8	Group 8: 11/21
13	11/26 11/28	Autism Spectrum Disorder	Chapter 8	Group 9: 11/28
14	12/3 12/5	Attention-Deficit/Hyperactivity Disorder Article Comparisons are due 12/5; Quiz #4	Chapter 9	Group 10: 12/5
15	12/10 12/12	ODD & CD Behavior Disorders	Chapter 10	Group 11: 12/10
Exam #4 (Final) Chapters 8-10 Thursday, Dec 20, 10:15 – 12:15 SCI D230				

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