

Syllabus for PSYC 215: Child Abnormal Psychology (Child Psychopathology)

This course is an introduction to child psychopathology, which encompasses research and intervention with mental disorder that arises in childhood and adolescence. The course reviews difficulties ranging from mild and transient difficulties to serious and chronic developmental disorders. The course takes a developmental perspective; i.e. it examines child psychopathology as a process that develops and changes throughout the lifespan.

Child psychopathologists concentrate on developmental process. Indeed, research and practice in the field of child psychopathology is intertwined with the field of developmental psychopathology (DP): the study of the origins and lifespan development of psychopathology. Research in DP examines how psychopathology arises in psychosocial contexts and in developmental transitions within the self, family, school, community, and culture. Research and theory in these fields have provided psychology with important perspectives on the dynamics that contribute to disorder; in particular DP has introduced psychology to the concepts of risk, vulnerability, protection, and resilience. These will be central concepts used throughout this course.

In addition to standard textbook learning, students will examine case studies and documentary films; assignments are writing-intensive and may also include class presentations.

Instructional objectives:

- review theory and research in developmental psychopathology.
- review important child and adolescent mental disorders.
- introduce interventions for all major child and adolescent disorders.
- introduce case study, diagnosis and intervention in child and adolescent disorders.
- promote child psychopathology and developmental psychopathology as an enriching area of research and practice.
- learn basic clinical approaches to child and adolescent disorders.

Class Times and location:

Mondays, Wednesdays and Fridays, at noon in Nicely Hall room 325. Mondays and Wednesdays will be devoted primarily to academic material; most Fridays will be devoted to case formulation.

Instructors:

David A. "Tony" Hoffman, Ph.D. email: thoffma@ucsc.edu
mobile: 961 79 324 831 office: Jesup first floor room 107C (across from the copy machine)
office hours: Mondays and Wednesdays at 930AM. Other times by appointment.¹

with the collaboration of Tima Jamil, Ph.D. email: fa25@aub.edu.lb

Text, readings and class web site:

- *Abnormal Child Psychology* 6th edition, by Eric Mash and David Wolfe. Boston: Cengage Learning, ISBN-13: 978-1-305-10542-3. This volume might also be available on VitalSource.
- Other readings, case studies, notes, and assignments for this course will be posted on the class web site, <http://www.tonyhoffmanucsc.net/> (the username is "student" and the password is "hyperactive").

Assignments/required activities include:

- Active participation in class discussion including attendance (should be 1000 points!!),
- Four film essays (25 points each),
- Two short case studies (25 points each),
- Creation of a web site that presents important information on a disorder of childhood/adolescence and/or a psychosocial risk factor, and
- Three examinations (100 points each).
- Extra assignments may arise. Tony reserves the option to give extra assignments, and he reserves the right to administer unannounced quizzes.

¹ Tony is flexible in making appointments. If students need extended periods to meet, it is preferable to schedule an appointment with Tony.

The film and case study essays are to be written in APA style suitable for a short commentary. Each essay is to include a standard title page (with a good title, assignment name, student name, date, class name). No abstract is needed. As with all APA papers, the header on each page must have page numbers, a shortened essay title, and student name. APA-style citations and references are required, to be listed at the end of the essay (not on a separate page).

The film essays should have a narrative of hopefully no more than 700 words (not including title and references), and the case study should have a narrative of no more than 1000 words (not including title and references). The essays are to be submitted online in .doc or .docx format.

The **film essay** prompt: Summarize the film. Describe and analyze the challenges/difficulties faced by one or more of the children/youth depicted in the film (including a description of the disorder the child/youth portrays, if present) and suggest a reasonable way to relieve the child/youth's difficulties. Also include a summary of a recent article on the child's/youth's difficulty (from a peer-reviewed social sciences, medical or APA journal), relating the article to the essay topic. Cut and paste the article abstract at the end of the essay (not part of the essay word count).

The **case study** prompt: read and review one of the case studies that are on the class web site. Write an essay with eight elements below.

- Introduce the case (child's name, age, gender and reason for referral, basic problems to be addressed in this case study).
- Provide a description of the important symptoms (presenting and observed) of the child in the case study.
- Provide a summary of assessment information (description of medical observations, psychological testing, academic testing/grades, and other relevant assessment information, including assessments that are needed to be done).
- Summarize contextual issues and concerns (this may include relevant aspects of living situation, community, school, stressors and traumas, and relevant life transitions)
- Summarize developmental considerations, including relevant developmental and psychosocial milestones.
- Provide a diagnosis for the child (if there is insufficient information for a diagnosis, give a provisional diagnosis),
- Give a statement of what you feel are the important treatment needs, treatment methods, and intervention.
- Summarize (in one paragraph) a recent article (from a peer-reviewed social sciences, medical or APA journal)(preferably a research review or research analysis) on the child's disorder that reflects important and relevant information from the evidence base regarding what should be done with this case. Relate the article to the case.

Cut and paste the article abstract at the end of the essay (not part of the essay word count).

Examinations will be held on Wednesday evenings and on the scheduled day of the final. The examinations will be concerned with material covered in lectures and in the text. One third of each exam is to be sentence completion. Two thirds will consist of two essays, to include some critical analysis. A study guide to the essays will be handed out a week in advance of the exams.

Evaluations and grades:

Evaluations will be based on both completion (quantity) and execution (quality) of all activities. Papers are to be completed using current APA writing guidelines. Evaluations of students will also be based on timeliness. Out of fairness to other students, there will be no make-up exams (early or late) except in cases of documented serious illness or emergency (any exceptions must be discussed with Tony as soon as illness or emergency arise).

Final grades will be based on the AUB grading system as described in its memo "ACADEMIC RULES AND REGULATIONS OF THE FACULTY OF ARTS AND SCIENCES CONCERNING (1) Grading System".

Disability accommodations:

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform Tony (preferably during his office hours in the first week of the semester) so that we can discuss accommodation for your learning in this class. In order to help

establish reasonable accommodations and facilitate a smooth accommodations process, you are also encouraged to contact the Accessible Education Office at accessibility@aub.edu.lb.

This class is located in an academic honor zone:

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that you will engage in activities that help others learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

Students are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, email, or listen to your iPod. If you will be taking notes using your laptop, please do not use the laptop to answer email, or engage in social media; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. Tony assumes all students are familiar with the AUB Student Code of Conduct, particularly as it pertains to student attendance, behavior, and issues of plagiarism. This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all AUB classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; thus the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Tony before completing any course requirements.

Save and back up your work for this class (and all your classes)! As with all AUB courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy or back up all work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

Tentative Class and Lecture Schedule

Week 1: August 29 - September 2

Lecture topics:

Reading: Chapter 1

course introduction: an overview of child psychopathology
it starts at home: psychopathology in context

Week 2: September 7 & 9 (note there is no class September 5 for the AUB opening ceremony - please attend!)

Lecture topics:

Reading: Chapter 2

children at risk of mental illness
developmental psychopathology: risk, vulnerability, and resilience
research in developmental psychopathology
boys, girls and psychopathology

September 9: first film essay due on Moodle

Week 3: September 14 & 16 (note there is no class September 12 to celebrate Al-Adha)

Lecture topics:

Reading: Chapter 3

brain storm: introduction to the neurobiology of developmental psychopathology
evidence-based practice and the scientist-practitioner
the scope and breadth of intervention in child psychopathology

September 16: one-page proposed web site topics and assignments due

Week 4: September 19 - 23

first exam study guide posted

Lecture topics:

Reading: Chapter 4

Assessment
Diagnosis: the DSM, ICD, and developmental psychopathology

September 23: second film essay due on Moodle

Week 5: September 26 - 30

Lecture topics:

Intellectual disability

Wednesday evening September 28: first exam

Reading: Chapter 5

Week 6: October 3 - 7

Lecture topics:

Autism (it gets better)

Once it was Asperger's Disorder, now it is "Social Pragmatic Communication Disorder"

Reading: Chapter 6

October 7: third film essay due on Moodle

Week 7: October 10 - 14

Lecture topics:

Communication and learning disorders

Tics and Tourette's disorder

Reading: Chapter 7

Week 8: October 17 - 21

Lecture topics:

enuresis and encopresis

ADHD and the over-medication of boys

Reading: Chapter 8

October 21: fourth film essay due on Moodle

Week 9: October 24 - 28

Lecture topics:

noncompliance: why David says "NO!"

conduct problems and juvenile delinquency

second exam study guide posted

Reading: Chapter 9

October 28: rough mock-up of web sites shared with Tony &/or our GA

Week 10: Halloween - November 4

Lecture topics:

the emergence of mood disorders

the emergence of self-injury

the emergence of suicidality

Wednesday evening November 2: second in-class exam

Reading: Chapter 10

November 4: first case study due on Moodle

Week 11: November 7 - 11

Lecture topics:

the emergence of anxiety

the emergence of OCD

Reading: Chapter 11

web site presentations in class

Week 12: November 14 - 18

Lecture topics:

trauma, stress and loss

violence against children and youth

Reading: Chapter 12

web site presentations in class

November 20: second case study due on Moodle

Week 13: November 21 - 25

Lecture topics:

the emergence of substance abuse

the emergence of eating disorders

Reading: Chapter 13

web site presentations in class

November 27: extra credit film essay or case study can be submitted on Moodle

November 27: final web sites shared on class DropBox

Week 14: November 28 - December 2

Lecture topics:

the emergence of psychosis

third exam study guide posted

Reading: Chapter 14

web site presentations in class

Week 15: December 5

summing up

web site presentations in class

Third exam: time and date to be announced