

PS 455 CHILD & ADOLESCENT PSYCHOPATHOLOGY
SUMMER 2015 – Session 2 (6/16-7/16)
JOHN CARROLL UNIVERSITY - PSYCHOLOGY DEPARTMENT

INSTRUCTOR: Dr. Tracy Loye Masterson
OFFICE: Dolan E377
PHONE: 216.397.1512
E-MAIL: tmasterson@jcu.edu
Office hours: by appointment

Optional Texts:

1. Mash, E. J., & Wolfe, D. A. (2010).
Abnormal Child Psychology
CengageBrain.com
2. American Psychiatric Association, 2013
Diagnostic and Statistical Manual of Mental Disorders, APA

Canvas: A Canvas account has been established for this course. Please make sure to login in and check out our site, regularly! The lecture notes, readings, and sample assignments will be on Canvas. It is also expected that you look at your email daily.

Attendance (sort of): Students are required to login to the online Canvas course during the first day the course officially begins (6/15) and complete course assignments as specified in the syllabus (in the schedule at the end of the syllabus). Additionally, as a minimal requirement, you must log in during two days in each subsequent week in the course. Students who fail to meet these attendance requirements in any week of the course will be given an absence for that week. Students are required to notify the instructor in advance if they are going to be absent or unable to have internet access and make arrangements to complete the work. Acceptance of late work is at the discretion of the faculty member.

Course Prerequisites:

Prerequisite for this course is PS 261 (Child Development) or PS 262 (Adolescent Development).

Course Description:

In this course, students will be introduced to the important issues in the assessment, classification, and treatment of childhood psychological disorders according to the DSM-V and the current body of empirical literature. Additionally, etiological and maintaining factors (e.g., environmental, biological, genetic, social, & cultural factors) related to childhood psychological disorders will be explored. The application of knowledge to real-world experiences in the discipline of child/adolescent psychopathology will also be achieved through service-learning opportunities and interview assignments with individuals impacted by psychological conditions. The instructor will also seek to provide a thorough understanding of the risk and protective factors associated with childhood psychological disorders. Finally, the course will facilitate scholarly and critical thinking about topics in the field of child and adolescent psychopathology while conveying ideas in constructive and respectful ways.

JCU Learning outcomes (those in bold are PS 455 specific):

- **Demonstrate an integrative knowledge of human and natural worlds**
- Develop habits of critical analysis and aesthetic appreciation
- Apply creative and innovative thinking
- Communicate skillfully in multiple forms of expression
- **Act competently in a global and diverse world**
- Understand and promote social justice
- **Apply a framework for examining ethical dilemmas**
- Employ leadership and collaborative skills

Expectations:

- I envision our class as an online learning community and seek to promote an environment (albeit, largely electronic) in which students feel comfortable asking questions, making comments, and learning from one another.
- This course will involve a lot of discussion board topics that are sensitive in nature and are likely to lend themselves to good debates and discussions. However, it is imperative that all students in the course remain polite, respectful, and considerate in their emails, posts, and commentary throughout the course. It is important to remain professional, root opinions in facts and empirical evidence in contrast to emotional disagreements. This is good practice for the real world.
- Assignments are expected to be turned in by the deadline if electronically submitted; exceptions to this rule will be made on a case by case basis but will be only in excused or rare instances.

Course Requirements:

1. **Quizzes (5-10 points each):** There will be online quizzes for every chapter/module designed to promote retention of PPT lecture content and to help you keep up on the material presented. The quizzes will be completed on Blackboard.
2. **Article or Video Commentary (5 points each)** – Please read the journal article or watch video assignment for each chapter/module. Write 5 comments/observations from each. I expect each comment to be at least 3 sentences in length. Please turn them in via blackboard by the due date. Late assignments will not be accepted.
3. **DISCUSSION BOARD RESPONSES** – For each module, I will post a new discussion board question based on the PPT lecture, article reading and/or video.

For each discussion board, you will be expected to provide an original posting to the prompt and reply to at least TWO postings from the other students (5 points for the original post and 5 points for your two replies = 10 points).

NOTE: each post should be ~5 sentences long.

**Discussion Board Rubric – 10 points for each total
Original Posting (5 points)**

- a) Mention at least 2 specific points from the lecture, article, or video. 2 points
- b) Relation of information in article or reading to personal experience. 2 points
- c) Raise an additional question for the rest of the class to ponder or respond to. 1 point

Reply to Other's Postings (5 points)

- a) Discuss one point you like/agree with, and one point you dislike/disagree with and explain why. 2.5 points
- b) Provide a link for another article, web page, or video that might shed some light on the topic or question raised. 2.5 points

4. **Disorder Presentation via discussion board of a disorder not covered by Dr. Masterson. (25 points);** all students will do a discussion board entry describing a specific DSM-V disorder (you will be provided with a list to choose from on the first day of class.) The entry must include the following information:

DUE BY THE END OF THE SECOND WEEK OF CLASS

- A. A BRIEF introduction of the history of the disorder
- B. The DSM-V full criteria for the disorder (and note of any major changes between the DSM-IV and V)
- C. Some discussion of the most common comorbidities of the disorder or co-occurring symptoms or general complications of the disorder (i.e., how does the disorder impact daily functioning – school, work, relationships, etc.)
- D. A brief discussion of the etiology (causes) of the disorder (i.e., genetic contributions, environmental factors, etc.) and the most consistent and robust findings pertaining to neurobiological, neurotransmitter or neuroanatomical correlates of the disorder
- E. A discussion of the most effective treatment options of the disorder
- F. Any other interesting or pertinent information

MUST INCLUDE A VIDEO CLIP THAT IS 2-5 MINUTES LONG

5. **Paper/Interview: (25 POINTS)** For this assignment you will need to interview an individual who has been impacted by child psychopathology in some way (i.e., they had/have a psychological condition, have a family member or friend with a psychological condition, etc.) If you still don't know anyone, I can point you in the right direction. Please be sure the individual is COMFORTABLE and WILLING to answer questions and do not put any identifiable information on your paper about any of the individuals (i.e., name, address, specific demographics). Also, if you are planning on interviewing a minor (under the age of 18 years of age), it is recommended that you inform and/or ask parental permission.

INTERVIEW PAPERS DUE by the last day of class, but ideally a week before the final day of class

Papers must be minimally 4 pages (typed) in length & double-spaced. Paper margins should not exceed 1-inch margins & you must use 12-point font. Turn in on canvas.

*INSTRUCTIONS for the assignment write up. Please ask at least 10 questions excluding the prerequisite questions (7 of the REQUIRED questions and 3 questions of your choosing). Please type up the questions and the responses as close to verbatim as possible. If the interviewee is very verbose in their answers, you can provide a thoughtful summary of his/her words. **Finally, provide a ONE PAGE SUMMARY OF THE INTERVIEW, BEING SURE TO DISCUSS HOW THE FINDINGS FROM YOUR INTERVIEW RELATE TO CLASS INFORMATION.***

Questions to ask and things to preface the interview: You can make up your own questions (or use some of the questions provided), *but please use the utmost sensitivity, professionalism, and tact during the interview.* Also, be sure to explain that you are taking this course at John Carroll University and are doing this assignment for your class. Please also be sure to mention that you will not place identifiable information in the paper/interview and they can choose to answer/not answer any of the questions.

PREREQUISITE QUESTIONS:

- What is your relationship to the individual? Give general demographics (age and ethnicity) of both the interviewee and/or the individual with the condition.
- What is the individual's diagnosis (in the interviewee's opinion; note: it may not be a "diagnosable" condition, but rather symptoms or similar behaviors to some of the disorders we will address in class)?

7 REQUIRED QUESTIONS:

- What are some misconceptions people may have about the certain disorder?
- How is daily life impacted by the disorder for those involved?
- What is/has been the role of social support in coping with the condition – have family and friends been supportive or non-supportive?
- Does the individual have contact with someone else going through a similar situation – has that been helpful?
- What successes have you seen in their development with this disorder? What is helpful/effective or what treatment works best?
- What is your favorite characteristic about this person that you feel others don't get to see OR what is a positive outcome / characteristic associated with having the condition (ex. – how I think having ADHD really forced my husband to be very adaptable and therefore creative as a consequence of having ADHD and the associated

challenges)?

- What is the one thing you wish the schools/insurance carriers/government would do to help with the diagnosis/treatment?
- What was one of the biggest challenges you/the family/person with the disorder faced over the course of the condition? What advice would you give to someone else struggling with some of the same challenges?

6. **Final exam:** a comprehensive essay exam will serve as the final exam; you will receive 3 exam essays ahead of time, but will have to select 2 essays to do. Each essay question will be worth 35 points (70 points). 7/16 is the date the final is due.

Grading Scale: The breakdown for grades will be as follows:

A	93%-100%	C	73%-75%
A-	90%-92%	C-	70%-72%
B+	86%-89%	D+	66%-69%
B	83%-85%	D	60%-65%
B-	80%-82%	F	59% or less
C+	76%-79%		

A satisfactory grade for students taking this course for pass/fail will require satisfactory completion of all requirements- at least a grade of C. It is your responsibility to check all of the other requirements for the P/F option.

Class Schedule and Due Dates:

Week ONE: June 15th through June 21st

****Warning, the first week is kind of busy (sorry about that)**

MODULE 1: INTRODUCTION/ICE BREAKER MODULE

ASSIGNMENTS – DUE BY THE **FIRST DAY OF CLASS (6/17)**

- i. ASSIGNMENT: upload profile picture to canvas – 2 points
- ii. Watch the PPT “Meet your professor” video
- iii. Read the syllabus and watch the “Syllabus and welcome” video
- iv. DISCUSSION BOARD 1- Ice Breaker assignment (note: you have to do your original posting and reply to 2 of your classmates posts) – 7 points

MODULE 2 - INTRODUCTORY CHAPTER and Somatic Disorders

ASSIGNMENTS - DUE BY SUNDAY, JUNE 21th at midnight

- i. Listen/watch/review PPT presentation for the Introductory Chapter and the somatic disorders chapter
- ii. **Read and do 5 comments/questions due by 6/21 on the following article (see sample comments and questions on Canvas under sample assignments!!)**
 - a. **American Psychiatric Association. (2013). Somatic Symptom and Related Disorders. *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.**
 - i. Develop 5 comments/questions based on this article and turn them in on Canvas under the assignment section – COMMENTARY 1
- v. QUIZ – module 1 & 2 - due by 6/21

Week TWO: June 22nd through June 28th

MODULE 3: THEORIES & CAUSES AND...SELECTIVE MUTISM

ASSIGNMENTS - DUE BY JUNE 25th at midnight

- i. Listen/watch/review PPT presentation for the Theories and Causes and Selective Mutism
- ii. **Read and do 5 comments/questions due by 6/25 on the following article** Fisak, B. J., Oliveros, A., & Ehrenreich, J. T. (2006). Assessment and behavioral treatment of selective mutism. *Clinical Case Studies*, 5(5), 382-402.

MODULE 4: ASSESSMENT, DIAGNOSIS & TREATMENT

ASSIGNMENTS - DUE BY SUNDAY, JUNE 28th at midnight

- i. Listen/watch/review PPT presentation for Assessment, diagnosis and treatment
- ii. Discussion board assignment
- iii. Quiz (module 3 & 4)

Week THREE: June 29th through July 5th

MODULE 5: ATTENTION DEFICIT HYPERACTIVITY DISORDER

ASSIGNMENTS - DUE BY JULY 1st at midnight

- i. Listen/watch/review PPT presentation for ADHD
- ii. Read the following TWO articles despite the fact that there are 2 articles, you still only need 5 comments or questions
 - a. Article 1:
<http://www.myadhd.com/treatmentsforadhd.html>
 - b. Article 2: Zuvekas, S. H., & Vitiello, B. (2012). Stimulant medication use among US children: a twelve-year perspective. *The American journal of psychiatry*, 169(2), 160.
Link:
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3548321/>

MODULE 6: CONDUCT PROBLEMS

ASSIGNMENTS - DUE BY JULY 5st at midnight

- i. Listen/watch/review PPT presentation for ODD/CD
- ii. Read Tolan, P. H., Dodge, K., & Rutter, M. (2013). Tracking the multiple pathways of parent and family influence on disruptive behavior disorders. In *Disruptive Behavior Disorders* (pp. 161-191). Springer New York.
 - a. COMMENTS QUESTIONS BASED ON THE ARTICLE DUE 7/5
- iii. **WATCH FILM** – Boy Interrupted
<https://www.youtube.com/watch?v=8lltJhpM4C0>
 - a. **DISCUSSION BOARD BASED ON FILM**
- iv. **QUIZ ON MODULE 5 AND 6**

Week FOUR: JULY 6TH through July 12th

MODULE 7: DEPRESSION & BIPOLAR DISORDERS

ASSIGNMENTS - DUE BY JULY 9th at midnight

- i. Listen/watch/review PPT presentation for Depression/Bipolar
- ii. Read the following articles and prepare 5 TOTAL questions/comments based on the following article
 - a. TBA

REMINDER: INTERVIEW PAPERS DUE ON THE LAST DAY OF CLASS

MODULE 8: ANXIETY DISORDERS

ASSIGNMENTS - DUE BY JULY 11th at midnight

- i. Listen/watch/review PPT presentation for Anxiety d/o
- ii. Read the following articles and prepare 5 TOTAL questions/comments based on the following article
 - a. Silverman, W. K., Pina, A. A., & Viswesvaran, C. (2008). Evidence-based psychosocial treatments for phobic and anxiety disorders in children and adolescents. *Journal of Clinical Child & Adolescent Psychology*, 37(1), 105-130.
 - i. http://akip.ukkoeln.de/studium_und_promotion/masterseminar-kinder-undjugendlichenpsychotherapie/papers/silverman-2008-ebt-anxiety-1.pdf
- iii. Watch Social Anxiety Video and do discussion board assignment
- iv. Quiz on Module 7 and 8

MODULE 9: AUTISM AND EARLY ONSET SCHIZOPHRENIA

ASSIGNMENTS - DUE BY JULY 14th at midnight

- i. Listen/watch/review PPT presentation for Autism Chapter
- ii. Read the following article for 5 comments/questions:
- iii. Vismara, L. A., & Rogers, S. J. (2010). Behavioral treatments in autism spectrum disorder: what do we know?. *Annual Review of Clinical Psychology*, 6, 447-468.

FINAL EXAM (ESSAY EXAM) and INTERVIEW PAPER Due JULY 16th

POLICIES OF RELEVANCE

1. Policy on Documentation and Accommodation of Disabilities:

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

2. Policy on Academic Honesty:

Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise.

Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s). For the full JCU policy on academic honesty, please refer to the 2013-2015 Undergraduate Bulletin, pp. 110-112.).

3. Syllabus Statement on Mutual Respect, Discrimination and Bias:

John Carroll University is committed to fostering ethical and moral values that are consistent with Jesuit and Catholic traditions. Among the central values of the University are the inherent dignities of every individual as well as the right of each person to hold and to express his or her viewpoint. When these views conflict it is the obligation of members of the community to respect other perspectives.

The University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability.

Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. "Bias" is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person's identity, including (though not limited to) age,

gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability.

All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>. Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, at tmills@jcu.edu or (216) 397-4455. For more information about University policies and community standards for appropriate conduct, please refer to the Dean of Students web page at <http://sites.jcu.edu/deanofstudents>. For more information about the University commitment to diversity and inclusion, please see <http://sites.jcu.edu/diversity>.