

PSYCHOLOGICAL DISORDERS OF CHILDHOOD

PSY 532

Fall 2011

INSTRUCTOR:

Jody Ross, Ph.D.
Email: rossj@ipfw.edu
(We will not use blackboard email.)
Office: NF 388C (481-6396)

► **Note:** When you email, please include “**PSY532**” in the subject line ◀

Office Hours: Tuesday 3pm to 4pm
Thursday 3pm to 4pm
(or by appointment)

CLASS TIME:

Tuesday & Thursday
1:30pm to 2:45pm (Neff 370)

TEXT:

Abnormal Child Psychology (4th ed.) by Eric Mash & David Wolfe (2008). Wadsworth Publishing.

COURSE OBJECTIVES: Students who successfully complete this course will

1. Gain knowledge about those psychological disorders usually first diagnosed in infancy, childhood, and adolescence. We will also examine disorders found in both youth and adults (e.g., depression and anxiety disorders) and their manifestations in childhood.
2. Understand the etiology, assessment, diagnosis, and treatment of various mental illnesses in youth.
3. Understand the scientific research process as it applies to the study of child mental illness and developmental psychopathology.
4. Be exposed to a variety of teaching and learning methods, including lecture, videos, student presentations and papers, and sample case conferences.

CLASSROOM BEHAVIOR

Your attendance is expected at all class meetings and your attendance and participation will count toward a portion of your grade. Arriving late and leaving early can be disruptive to your fellow students. If you must leave early, please let me know before class begins and sit near the exit on that day. You are responsible for all material missed due to your absence.

Each person in this course has unique prior experiences and a unique viewpoint to share. This offers a great opportunity for us to learn from each other. Though disagreement and even conflict may occur, I expect your cooperation in maintaining an atmosphere of mutual respect. When participating in discussions, it is perfectly acceptable to have strong opinions – in fact I encourage you to do so. I also encourage you to discuss your own personal experience and

relate it to that of others. In the process, however, I expect you to respect the basic intelligence and humanity of each participant in the discussion. Conflict is not necessarily a bad thing, as long as there is a commitment to mutual respect. Hateful and demeaning speech will not be tolerated.

Please keep in mind that you are sharing a learning environment with others. Any behavior that could potentially disrupt the learning of another student (e.g., holding personal conversations during lecture) is completely unacceptable and students engaging in such behavior will be asked to leave class.

COURSE REQUIREMENTS:

Exams: There will be four regular semester exams and one, comprehensive final exam in this course. The format for exam 1 (which will cover 4 chapters) will be multiple choice. All remaining exams will be a combination of multiple choice, short answer, and essay questions. Exams will cover both the assigned chapters in your text and material discussed in lecture. You are responsible for getting the notes for missed classes from other students in the class (not from me).

Exam scores will be brought to class for your review. Test forms must be turned in along with scantrons. You may not take the exams home. An unexcused absence on an exam day will result in a zero for that exam. Make-up exams will only be given under extreme circumstances and proof of the emergency will be required. Make-up exams must be taken immediately upon your return to campus and may consist of a different format and/or different questions than the original exam. Please note that you cannot make up more than one exam and that you must contact the instructor as soon as soon possible when missing an exam to explain your situation. My voicemail and email are available 24 hours a day.

Paper or Project: You may choose to either write a paper (in the form of a research proposal) or to do a service learning project to fulfill this requirement. Separate handouts covering each of these options in detail will be available on our course Blackboard page.

In-class Presentation: You will be required to present a portion of the course material to the rest of the class as part of your final grade. Each student will select several topics/chapters of interest and ultimately will be assigned a portion of one chapter to present. You, along with one or two other students, will be responsible for presenting the majority of your selected chapter to the class. The goal is for you to become an “expert” on one of the disorders (or classes of disorder) in our textbook. A handout discussing the in-class presentation will be available on our Blackboard page.

Case Conference Worksheets: We will be discussing sample cases to accompany each chapter beginning with chapter five. Students will work in groups in class to determine appropriate assessments, diagnoses, and treatments for the cases presented. Each group will submit a worksheet, which will be graded. A handout discussing case conferences will be available on our Blackboard page.

Attendance & Participation: Attendance will be taken regularly and your attendance grade will reflect the percent of classes you attended. All students are expected to participate in all case conferences and, to a lesser extent, everyone is also expected to participate in general class

discussions. This includes asking and answering questions during lectures. Meaningful participation is not just quantity, however. This portion of the grade will also take quality of participation into account. You should feel free to participate frequently, but be sure you are allowing others the chance to give their input as well.

The grading scale for class participation is as follows:

- 10: Frequent, excellent quality participation
- 8-9: Reasonably regular, high quality participation.
- 6-7: Less regular, but good quality participation.
- 4-5: Infrequent, but good quality participation
- 3: Regular, but low quality participation, or infrequent participation of average quality.
- 2: Infrequent and poor participation, or very frequent aversive, intrusive, or inappropriate participation
- 1: Almost no participation
- 0: No participation, ever.

Academic Integrity: Violating academic integrity is considered a serious offense by the university and will be treated accordingly. Violation of academic integrity includes, but is not limited to, all of the following: cheating on an exam, having unauthorized possession of exams, working with another student on individual assignments, and submitting the work of another person as your own (plagiarism). You cannot copy and paste from any source, even one you cite, without using quotation marks to indicate that you are quoting directly. Academic dishonesty may result in, at the very least, a failing grade for that particular exam/assignment or failing the entire course.

GRADING CRITERIA

Points Breakdown

<u>Category</u>	<u>Points</u>
Regular Semester Exams (4 at 100 points each)	400
Final Exam (1 at 120 points)	120
Paper or Project (1 at 100 points)	100
Presentation (1 at 80 points)	80
Case Conference Worksheets (best 6 of 7, at 10 points each)	60
Attendance & Participation	20
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Total = 780 points	

Letter Grades Will Be Assigned As Follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = less than 60%

COURSE SCHEDULE: The instructor reserves the right to change the syllabus as necessary. Students are responsible for any changes announced in class.

WEEK	TOPIC	CHAPTERS
1: August 23	- Introduction & Syllabus - Understanding Abnormal Child Psych.	1
2: August 30	- Theories & Causes - Research	2 & 3
3: September 6	- Research	3
4: September 13	- Assessment, Diagnosis, & Treatment	4
5: September 20	→ EXAM 1: TUESDAY SEPTEMBER 20 ← - Thurs 9/22: ADHD Presentations	1, 2, 3, & 4 5
6: September 27	- Tues 9/27: ADHD Treatment & Case Conference - Thurs 9/29: Conduct Problems Presentations	5 & 6
7: October 4	- Tues 10/4: Conduct Problems Presentations & Tx - Thurs 10/6: Conduct Problems Case Conference	6
8: October 11	** NO CLASS TUESDAY OCT. 11 ** → EXAM 2: THURSDAY OCTOBER 13 ←	5 & 6
9: October 18	- Tues 10/18: Anxiety Disorders Presentations - Thurs 10/20: Anxiety Disorders Presentations & Tx	7
10: October 25	- Tues 10/25: Anxiety Disorders Case Conference - Thurs 10/27: Mood Disorders Presentations	7 8
11: November 1	- Tues 11/1: Mood Disorders Presentations & Tx - Thurs 11/3: Mood Disorders Case Conference	8
12: November 8	→ EXAM 3: TUESDAY NOVEMBER 8 ← - Thurs 11/10: Eating Disorders Presentations	7 & 8 9
13: November 15	- Tues 11/15: Eating Disorders Tx & Case Conf. - Thurs 11/17: Autism & COS Presentations	9 10
14: November 22	- Tues 11/22: Autism & COS Presentations & Tx ** NO CLASS THURSDAY NOV. 24 **	10
15: November 29	- Tues 11/29: Autism & COS Case Conference → EXAM 4: THURSDAY DECEMBER 3RD ←	10 9 & 10
16: December 6	- Tues 12/6: Intellectual Disorders Presentations - Thurs 12/8: Intellectual Disorders Tx & Case Conf.	13 13
17: December 15	→ EXAM 5: THURSDAY DECEMBER 15 , 1-3 PM ←	ALL