Child Psychopathology
Fall 2014

Dr. Mary E. McKemy
(pronounced Mc-KAY-me)
Kinard 123 (down the hall from the Psychology Office)
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memckemy@comporium.net and mckemym@winthrop.edu

Office Hours:       MW 7:00 – 7:45 and 11:00 – 11:45
Feel free to just stop by or make an appointment. I am also available by email.

Scheduled Dates:   Class begins Wednesday, August 27
                    Class ends Monday, December 8
                    Class meets: Mondays and Wednesdays 9:30 – 10:45

Introduction to Abnormal Child and Adolescent Psychology by Robert Weis, 2nd edition, Sage Publisher
Child and Adolescent Psychopathology: A Casebook by Linda Wilmshurst. 3rd edition, Sage Publisher
Companion Website for the textbook: http://www.abnormalchildpsychology.org/

Important Rule #1: Unless I specifically say that I am changing this syllabus, follow what is written.
Important Rule #2: You are responsible for everything said in class - including any and all instances
                   where I change this syllabus - regardless of attendance or absence!
Important Rule #3: Early assignments are always welcomed. Late assignments, however, are not. Ten
                   percent (10%) of the assignment's points will be deducted on all late assignments for
                   each day late (weekends are included).
Important Rule #4: You are free to agree and disagree with me, but make sure that all contact with me is
                   done in a respectful manner.
Important Rule #5: Grammar counts in everything done outside of class.

The purpose of this course:
• to explore the nature of ‘abnormality’ and its relevance in psychology
• to introduce you to the major theoretical approaches used in studying child and adolescent
  abnormal behavior
• to survey current theory and research in child and adolescent abnormality

Student Objectives
Upon completion of this course, students should be able to:
• Explain the major sections of child and adolescent abnormal psychology
• Use the concepts, language, and major theories of abnormal psychology to explain child and
  adolescent psychological experiences
• Understand ethical issues as they relate to child and adolescent abnormal psychology research
• Explain various research methods used in child and adolescent abnormal psychology research
• Use critical thinking to evaluate the quality of information (research v. speculation, probable v. improbable explanations, etc.)
• Use critical thinking to identify and evaluate the source, content, and credibility of information
• Evaluate new ideas with an open but critical mind
• Apply child and adolescent abnormal psychology concepts, theories, and research findings to everyday life
• Recognize that ethically complex situations can develop in the application of psychological principles
• Reflect on their own (e.g., self, family, friends) child and adolescent abnormal psychology experiences and find meaning in them

Attendance
• You will receive up to 10 points each day you participate constructively in class. Class participation points cannot be made up. If you will be out of class for any reason (including all instances of excused absences), plan your grade around not having those points.
• You have a maximum of 2 unexcused absences in this class. Each additional unexcused absence will result in the loss of one letter grade. Take your absences sparingly.
• Discuss cases of emergencies (e.g., hospitalization, death of a family member, etc.) with me, and we’ll see if alternate arrangements can be made. Discretion is mine.
• It is your responsibility to make sure I know you are at each class.
• Remember that you are responsible for what is said in class regardless of attendance.

Arriving Late is disruptive to the class and to the professor. Please arrive on time. You will receive ten extra credit points for showing me this sentence individually within the first two days of the semester if half or more of the class points it out to me. You will receive twenty extra credit points if less than half the class points it out to me.

Professionalism
You are adults and emerging professionals, and you will be treated as such. What does that mean? It means:
• you have my trust until you give me reason not to trust you
• you have ideas of your own that agree and disagree with mine and your classmates
• you are expected to be tolerant of others' ideas when they differ from yours
• you are encouraged to share your own ideas
It also means:
• you will have read and thought about the material prior to coming to class
• you will use all resources available to you (library, internet, community, etc.)
• you can learn from one another in addition to me

And it means honesty:
any form of cheating or plagiarism will result in your failing the course. If this is your second or subsequent offense, any form of cheating or plagiarism will likely result in suspension or expulsion from the college.
• cheating is defined as:
  • using any resources outside of those explicitly allowed
• plagiarism is defined as:
  • using someone else's work and directly or indirectly claiming it as your own
  • using someone else's ideas without giving them credit
Students with Disabilities
I have a heart for students with disabilities, probably because I have a visual impairment and remember having to work extra hard in college. The goal of services to students with disabilities is not to give an undue advantage or somehow make it easier or lower standards. Rather, the goal is to give all students an even playing field so that everyone has the opportunity to do well, if they work hard at it. If you have issues with a disability, make sure to contact Gena Smith in Services for Students with Disabilities at 323-3290. Once you have your letter from her, contact me, and we’ll set up a meeting where we can discuss your accommodations and how you can best succeed in this class.

Grading in this course is based upon participation, tests, and paper. The breakdown of grades is as follows:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Case Studies</td>
<td>20 @ 25 points each</td>
<td>500</td>
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<tr>
<td>Service Learning</td>
<td>100</td>
<td></td>
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<tr>
<td>Class Participation</td>
<td>27 days @ 10 pts. each</td>
<td>270</td>
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<tr>
<td>Case Conceptualization</td>
<td>100</td>
<td></td>
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<tr>
<td>Book Review</td>
<td>100</td>
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<tr>
<td>Reflection Paper</td>
<td>100</td>
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The final grades will be as follows:

- A = 90-100%
- B+ = 87-89%
- B = 80-86%
- C+ = 77-79%
- C = 70-76%
- D+ = 67-69%
- D = 60-66%
- F = 0-59%

Case Studies
For each case study, read the case in the book or handout and answer the following questions:
1. List the symptoms that support the diagnosis.
2. Are there symptoms that don’t support the diagnosis?
3. Are there symptoms that support a different diagnosis or a dual diagnosis?
4. Are there any extenuating circumstances (e.g., culture, age, family circumstances, disability, etc.) that should be taken into account?
5. Does anything surprise or confuse you about this case?

Service Learning
You will be completing 20 hours of service learning in a place that serves the mental health needs of children and adolescents. Please keep a log of your hours and activities as well as have the director or another person in charge sign off on your hours.

Case Conceptualization
You will be given the case of a child to conceptualize. Please include in your conceptualization the following points:
- **Diagnosis** – give your best educated guess as to what’s going on, supporting your explanation with information from the book, class, etc. Also, explain why you ruled out competing diagnoses.
- **Possible Causes** – consider the biopsychosocial model and the diathesis-stress model as well as the theoretical perspectives, and explain why this condition may have developed.
- **Implications** – discuss what problems this condition might have on the child and family.
• **Possible Sources of Help** – identify sources of help for this child and family. Another way to think of it is resources would you want to know about if this were your child.

• Make sure there are NO grammatical errors in your paper. Points will be deducted for each grammatical error. So, go to the writing center, visit your friendly English major, edit your paper, and proofread it carefully!

**Case Conceptualization and Presentation**
For students wishing to receive graduate credit, a second case conceptualization and an oral presentation will be required. See handout for more details.

**Book Review**
Read a biography of a family where one (or more) of the children has one (or more) of the conditions we are studying in class. Make sure it’s not about a parent or extended family member but actually a child (under 18 years old). Write an 8-10 page paper first summarizing the book and secondly giving your reaction to the book. What did you learn? What surprised you? Do you agree with the diagnosis? If so, why? If not, why not? Would you recommend this book for students in future classes?

**Reflection Paper**
Write an 8-10 page reflection on your experiences in this course, including the readings, the discussions, the service learning, the case studies, the case conceptualization, and the graduate student project (if applicable). What did you learn? What surprised you? What do you think should be done differently? Please use 14-point font, 1” margins, and submit via email by 5:00, Friday, December 12.
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Case Study</th>
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<tbody>
<tr>
<td>Wednesday, August 27</td>
<td>Introduction to Class</td>
<td></td>
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<tr>
<td><strong>Monday, September 1</strong></td>
<td>Labor Day – No Class</td>
<td></td>
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<tr>
<td>Wednesday, September 3</td>
<td>Introduction to Child Psychopathology</td>
<td>1</td>
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<tr>
<td>Monday, September 8</td>
<td>Theoretical Perspectives</td>
<td>2</td>
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<tr>
<td>Wednesday, September 10</td>
<td>Theoretical Perspectives</td>
<td>2</td>
<td></td>
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<tr>
<td>Monday, September 15</td>
<td>Assessment, Classification, and Treatment</td>
<td>3</td>
<td></td>
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<tr>
<td>Wednesday, September 17</td>
<td>Assessment, Classification, and Treatment</td>
<td>3</td>
<td></td>
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<tr>
<td>Monday, September 22</td>
<td>Sensory Processing Disorder</td>
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<tr>
<td>Wednesday, September 24</td>
<td>Sensory Processing Disorder</td>
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<tr>
<td>Monday, September 29</td>
<td>Intellectual Disability</td>
<td>4</td>
<td>8</td>
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<tr>
<td>Wednesday, October 1</td>
<td>Communication Disorders</td>
<td>5</td>
<td>Handout</td>
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<tr>
<td>Monday, October 6</td>
<td>Autism Spectrum Disorder</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Wednesday, October 8</td>
<td>Autism Spectrum Disorder</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Monday, October 13</td>
<td>Learning Disabilities</td>
<td>7</td>
<td>5</td>
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<tr>
<td>Wednesday, October 15</td>
<td>Learning Disabilities</td>
<td>7</td>
<td>6</td>
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<tr>
<td><strong>Monday, October 20</strong></td>
<td>Fall Break – No Class</td>
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<tr>
<td>Wednesday, October 22</td>
<td>ADHD</td>
<td>8</td>
<td>4</td>
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<tr>
<td>Monday, October 27</td>
<td>ADHD</td>
<td>8</td>
<td>Handout</td>
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<tr>
<td>Wednesday, October 29</td>
<td>Oppositional Defiant and Conduct Disorder</td>
<td>9</td>
<td>11 or 12</td>
</tr>
<tr>
<td>Monday, November 3</td>
<td>Substance Abuse</td>
<td>10</td>
<td>Handout</td>
</tr>
<tr>
<td>Wednesday, November 5</td>
<td>Anxiety Disorders</td>
<td>11</td>
<td>13 or 14</td>
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<tr>
<td>Monday, November 10</td>
<td>Anxiety Disorders / OCD</td>
<td>11</td>
<td>15</td>
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<tr>
<td>Wednesday, November 12</td>
<td>Trauma Related Disorders</td>
<td>12</td>
<td>21 or 23</td>
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<tr>
<td>Monday, November 17</td>
<td>Depression</td>
<td>13</td>
<td>16</td>
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<tr>
<td>Wednesday, November 19</td>
<td>Bipolar Disorder</td>
<td>14</td>
<td>17 or 18</td>
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<tr>
<td><strong>Monday, November 24</strong></td>
<td>Childhood Schizophrenia</td>
<td>14</td>
<td>Handout</td>
</tr>
<tr>
<td>Wednesday, November 26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Monday, December 1</td>
<td>Eating Disorder</td>
<td>15</td>
<td>19 or 20</td>
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<tr>
<td><strong>Wednesday, December 3</strong></td>
<td>Health Disorders</td>
<td>16</td>
<td>Handout</td>
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<tr>
<td>Monday, December 8</td>
<td>Giftedness</td>
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<tr>
<td><strong>Service Learning due</strong></td>
<td>Reflection Paper due</td>
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**NOTE:** At times, it may be necessary to adapt this schedule. At such times, all changes will be announced in class. It is your responsibility to keep up with all changes (whether in class or not).