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Course Syllabus
Psychopathology of Childhood and Adolescence
PSYC 601 (3 graduate credit hours) - Spring 2016

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Class Time: Mon. 9:00-11:45am
Location: Kinard 111
Office Hours: Kinard Rm. 300
Mon. 12-2pm.

Required Books:

Parritz, R.H. & Troy, M.F. (2014). *Disorders of Childhood Development and Psychopathology*. Belmont, CA: Wadsworth, Cengage Learning.

Langman, P. (2015). *School Shooters: Understanding High School, College, and Adult Perpetrators*: Lanham, MD: Rowman and Littlefield.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5)*. Washington D.C.: American Psychiatric Association.

Supplemental readings from:
- Thomas, A & Grimes, J (2014). *Best Practices in School Psychology: 6th Edition*. Bethesda: MD: National Association of School Psychologists. (do not have to buy the series, professor will place on reserve); all readings come from the Systems-Level Services volume
- Additional journal articles and readings will be provided covering various topics.

Course Outcomes: As a school psychologist and mental health professional, understanding "normal" versus "abnormal/atypical" development is critical. A solid understanding of current research, facts vs. myths, trends, various viewpoints, and evidenced-based interventions is necessary to ensuring appropriate diagnosis and interventions. This course will examine the above mentioned areas with emphasis given to the developmental processes, the importance of multiple contexts – including cultural, gender, and ethnicity – and the influence of various impacting events and processes in shaping adaptive and maladaptive development. Specific emphasis will be placed on identification and interventions in school settings.

Course Goals and Objectives: Participants will…

1. Increase knowledge and awareness related to specific etiologies of psychopathologies and preventative processes

2. Increase knowledge regarding systems and various methods for diagnosing psychopathologies in children and adolescents

3. Increase knowledge and skills in planning, selecting, and/or implementing appropriate therapeutic treatments and/or psychoeducational intervention programs for specific problem areas within the school setting

4. Increase understanding of the gender, family, cultural/ethnic, and developmental consequences of social, emotional, and behavioral psychopathologies and how they relate to the development, diagnosis, and treatment of psychopathologies in children and adolescents

5. Increase awareness of the risk factors and warning signs for various psychopathologies

Class Format: A combination of in-class discussion, assigned readings, case studies, and direct application to school settings will be emphasized.

Course Requirements:
1. Class participation and attendance are required. One absence is allowed, but additional absences require the approval of the instructor and make-up assignments may be required. More than two absences may require a re-take of the course. Punctual, on-time attendance is required and tardiness (10 min. after scheduled start) will be penalized 5 points for each offense.
2. It is important that all reading assignments be read prior to class as class discussion will reference and require integration of the readings.

Grading:

A = 94% and above	B+ = 87-89%	C+ = 77%-79%	D+ = 67%
A- = 90-93%	B = 84%-86%	C = 70%-76%	D = 64%-66%
	B- = 80-83%	C- = 70-73%	D - = 60-63%
			F = 59% and below

Participation in class discussions and activities is an expectation and will be taken into consideration when determining final grade.

Possible Changes in Syllabus: Unanticipated circumstances may require slight changes in the syllabus. The instructor has the discretion to make changes or modifications to the syllabus if needed, however students will be provided notice of these changes and deadlines may be adjusted accordingly.

Late Assignments: There will be a 5-point *per* day penalty for late assignments (e.g. if assignment is due Tues. and you turn it in on Thurs.10 points will be deducted from total grade). *Assignments will not be accepted one week past due date and thus will result in an automatic zero.* In extenuating circumstances, the due date may be extended beyond one week but *only if you have contacted me before the due date* to discuss situation and possible extension.

Comprehensive Case Study/Final Exam: This is due on the due date and absolutely no late case studies will be accepted (exception is an unexpected illness or family emergency). I must be notified ***before the due date of an emergency.*** If you fail to notify me by phone or email before the due date, a score of zero will be given.

Course Incompletes: An incomplete for this course will only be given only in very unusual circumstances with appropriate documentation supporting that you are not able to complete the course at this time.

Cell Phone Usage: Cell phones are to be turned off or muted during class. Talking on the cell phone or text messaging during class is strictly prohibited. If this guideline is not followed, you will be asked to leave class and you will be counted as absent for that class period.

Students with disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities, at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform me as early as possible in the semester

Academic Misconduct: As noted on the Student Code of Conduct Statement, "Responsibility for good conduct rests with students and adult individuals." Cheating, plagiarism, or other dishonest or inappropriate behaviors result in consequences. These behaviors will result in a grade of zero on the assignment or test that is affected and could result in a grade of F in the course. The full policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online *Student Handbook* (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf).

Assignments:
1. Quick Quizzes (10 pts each) – 60 pts
2. Reflection Paper on Peter Langman book and Sandy Hook Report book – 100 points *
3. Comprehensive Course Project – 100 points
4. Comprehensive Case Study/Final Exam – 100 points (multiple choice, short answer, essay, and/or case study)

*The specific assignment requirements will be provided by professor and posted to Blackboard.

COMPREHENSIVE COURSE PROJECT

You will be asked to read a book of your choice and research a specific disorder related to the book topic. The book may be a research-based book or an autobiography from someone who has a mental illness or has endured hardships due to adversity. You will provide an overview of the book and also important epidemiological, etiological, assessment, and intervention information associated with one selected disorder related to the book. You will then conduct a class presentation (maximum time: 30 min.). The following is to be submitted as part of your grade:
   a) the paper as outlined below (submitted to Dr. Reeves, along with two handouts listed below)
   b) ppt presentation (6 slides to a page – handout to be given to students in class)
   c) 1-2 page handout listing specific interventions for a school setting and additional resources/references (handout to be given to students in class).

PAPER: 10-12 pages (not to exceed 15 pages). The following is a list of the essential elements that your paper and presentation must include.

I. OVERVIEW OF THE BOOK AND INTRODUCTION TO THE TOPIC – Title of book, publication date, and author. Provide an overview of the book, specifically highlighting the specific mental health challenges/diagnoses. What did you learn from the book? Why should school psychologists/mental health professionals be aware of these challenges and/or mental health diagnosis(es)? Identify one mental health diagnosis that will be the focus of your paper.

II. CONTEMPORARY EPIDEMIOLOGICAL INFORMATION – Regarding the mental health diagnosis selected, provide a brief description of the most contemporary literature addressing the prevalence, age of onset, male/female ratio, comorbidity, and any other relevant descriptive statistics or important qualitative information. Include information regarding adult outcomes associated with early psychopathology (if autobiography, include the adult outcomes that were evident in the author's life). Also include any cultural, ethnic, social, or linguistic factors to be considered.

III. CONTEMPORARY UNDERSTANDING OF ETIOLOGY – Present a succinct summary of the research (if autobiography, include personal testimonials) that support explanations of the etiology of the disorder you selected. Include any cultural, ethnic, social, or linguistic factors to be considered. If an autobiography, what contributed to this person developing the mental illness/disorder (e.g. genetics, environment, trauma exposure, etc?)

IV. OPTIMAL ASSESSMENT STRATEGY – As a school psychologist, what assessment approach and assessment tools (supported by research) are the most reliable and valid to help you identify this particular mental health diagnosis and/or personal challenges the individual is experiencing. Provide a rationale as to why these were chosen.

V. OPTIMAL INTERVENTIONS/TREATMENT APPROACH – Identify the treatment approach(es) most supported by empirical evidence to effectively help individuals overcome adversity associated with the mental health disorder(s). In addition, identify specific school-based interventions, accommodations, and/or modifications that can be included as part of the intervention approach. Be sure to include any cultural, ethnic, social, or linguistic factors to be considered. If an autobiography, what supports (or lack thereof) did this person have, especially when they were of school-age? What supports and/or treatment did he/she receive and was it helpful? Why or why not? What resiliency/lack of resiliency did this person have? What more could have been done to support this person?

VI. CONCISE CONCLUSIONS - Concluding statements summarizing key pieces of information and relevance to the future of school psychology and the mental health field.

VII. IDENTIFY WEBSITES - Select 3 to 5 of THE BEST websites related to the mental health diagnosis and/or topic of main interest and provide 3-5 sentences summarizing the contents of each site. Provide the http (web address) for each site.

VIII. REFERENCES – Include complete APA style references for each of the citations included in the paper.

Handouts for Class Presentation:
1) Handout of ppt. slides presented (6 slides to a page, double-sided)
2) Resource Handout focused on mental health disorder: The accompanying handout should be no more than two pages and include summaries of sections IV, V, VI, VII, and VIII from above. Bulleted format is fine. [Note: Your oral presentation should focus on sections I - VIII from above.]

NOTE: In the event that you collaborate on the topic and present with another person, you will both prepare and submit one paper and presentation that meets the guidelines above. You will both receive the same grade. You are allowed 30 minutes per person for the presentation (e.g. maximum of 60 minutes for two presenters). Presentations must NOT go over 30 min and will be stopped when 30 minutes is reached.

Presentation Topic choices include: Selective Mutism, Substance Abuse Disorders, Traumatic Brain Injury, Tic Disorders – including Tourettes, Eating Disorders, Sexual Identity Disorders, Adjustment Disorders, Trauma Related Disorders, Reactive Attachment Disorder, Suicide, or other approved topics.

Potential Books: *Suicide in the Schools* by Erbacher, Singer, & Poland (2015; Depression or other related disorders), *The Gift of Fear* by Gavin DeBecker (Anxiety, PTSD, or other related disorders), *Running with Scissors* by Augusten Burroughs (2003; Child/Sexual Abuse, Addictions, Psychosis, etc.), *Redefining Realness* by Janet Mock (2014; LBGTQ, Sexual Abuse, etc.) and other books of your choice (to be approved by professor).

	(TENTATIVE CALENDAR)	
Date	*Topic*	*Assignment*
Jan 11	• Course Overview & "Mental Health Matters" ppt • Principles, Practices, History & Nature of Childhood Psychopathology • Theoretical Models for understanding psychopathology • Classification, Assessment, Diagnosis, and Intervention • Overview of DSM-5	• Syllabus • Textbook: Chapters 1 - 4 • DSM-5: Introduction p. 5- 25 • Best Practices 6 (BP6): Ch. 22 (DSM-5 & ICD-9) [in Systems-Level Services volume]
Jan 19	• No Class – Martin Luther King Jr. Day	
Jan 25	• Continue Overview of DSM-5 –bring manual to class *Quick Quiz #1* **Neurodevelopmental Disorders** • Neurodevelopmental Disorders: Intellectual Disability (Intellectual Developmental Disorder), Autism Spectrum Disorder	• DSM-5: pp. 31-41 (Intellectual Developmental Disorder), pp. 50-58 (Autism) • Textbook: Ch 5 (Disorders of Early Development), Ch 7 (Intellectual Developmental Disability and Learning Disabilities) & Ch 8 (Autism) • BP6: Ch.26 (Collab. Medical Personnel) [in systems-level volume]
Feb 1	• Finish Autism • **Learning, Language & Communication Disorder** • Watch F.A.T. City DVD regarding learning disabilities	• DSM-5: pp. 66-74 (Learning Disorders) & p. 41-49 (Dev. Communication Disorder) • Article: *The Developing Brain: Implications for Youth Programs*
Feb 8	• **ADD/ADHD** *Quick Quiz #2*	• DSM-5: pp.59-66 • Textbook: Ch 9 (ADHD) • BP6- 36 (ADHD) [in Systems-Level Services volume] • Article: *Air Traffic Control/Executive Functions*
Feb 15	No Class – NASP National Convention	Continue research and working on Comprehensive Course Project
Feb 22	**Bipolar and Related Disorders & Depressive Disorders** *Quick Quiz #3* • Bipolar Disorder • Major Depressive Disorder & Persistent Depressive Disorder • Disruptive Mood Dysregulation Disorder • Suicide	• Textbook: Ch 12 • DSM 5: pp. 123-171 • Ch.19 (Suicide Assessment) – [in the Systems-Level Services volume]
Feb 29	**Anxiety Disorders & Obsessive-Compulsive and Related Disorders** *Quick Quiz #4* • Anxiety Disorders • Obsessive-Compulsive Disorder • Selective Mutism (brief intro)	• DSM 5: pp.189-226, 235-242 • Textbook– Ch 11 (Anxiety Disorders; OCD)
March 7	**Trauma- and Stressor-Related Disorders** *Quick Quiz #5* • Acute Stress Disorder • PTSD • Childhood Sexual Abuse • Reactive Attachment & Disinhibited Social Engagement Disorder	• Textbook: Ch 6 (Attachment), Ch 13 (Maltreatment & Trauma) • DSM 5: pp. 265-290 • Langman book: Ch 1 & 4
March 14	SPRING BREAK	

March 21	**Schizophrenia Spectrum and Other Psychotic Disorders**	- DSM-5: pp.87-110 - Chapter Reading (PDF file): Childhood Onset Schizophrenia - Langman Book – Chapter 3, pp.110-125, Ch 7
March 28	**Disruptive, Impulse-Control, and Conduct Disorders & Personality Disorders** ***Quick Quiz #6*** - ODD - Conduct Disorder - Overview of Personality Disorders	- Textbook: Ch 10 (ODD/CD) - DSM 5: pp. 461-480 (ODD/CD); 645-684 (Personality Disorders) - Langman Book: Ch 2 & pp. 85-110; Ch 8-10 **Assignment Due: Reflection Paper on Langman book & Sandy Hook Report**
April 4	In-Class Case Study & Discussion Comprehensive Course Project Presentations	
April 11	Comprehensive Course Project Presentations	
April 18	No class – work on comprehensive course project	
April 25	Comprehensive Course Project Presentations	**Assignment Due: Comprehensive Course Project (earlier submission welcome)**
April 29	**FINAL EXAM/Comprehensive Case Study** **Due Friday April 29th by 11:59pm**	Earlier submission welcomed!

Winthrop School Psychology Program
Syllabus Addendum for PSYC 601

School Psychology Program students' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP Domains of Training and Practice and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
2.1 **Data-Based Decision-Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☒ Exams ☒ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe
2.2 **Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☒ Candidate presentations ☒ Graded simulations Other: In-class case studies and small group work
2.3 **Effective Instruction and Development of Cognitive/ Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe
2.4 **Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☒ Exams ☒ Papers ☒ Candidate presentations ☒ Graded simulations Other: case studies

2.5 **Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe
2.6 **School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☐ Graded simulations Other: additional workshop
2.7 **Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical wellbeing of students.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☒ Exams ☒ Papers ☒ Candidate presentations ☒ Graded simulations Other: Case studies, workshop
2.8 **Home/School/Community Collaboration:** School psychologists have knowledge of family systems, family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe
2.9 **Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe
2.10 **School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☒ Exams ☒ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe

	This domain is:	Knowledge and skills in this domain are assessed with:
2.11 **Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	☐ Not applicable ☐ Exams ☐ Papers ☒ Candidate presentations ☐ Graded simulations Other: Please describe