

Child Psychopathology
Spring 2012
Syllabus



Professor:

Jodie L. Kocur, Ph.D.
Email: jkocur@clunet.edu
Office: SWEN 124
Office Hours: Tues: 12noon-2pm
Wed: 1:30-2:30pm
Thurs: 4pm-5pm
Or by appointment

Course:

Number: PSYC 422
Credits: 4
Office Phone: 493-3441
Meeting Times: Tues & Thurs.
2-3:50pm
Location: SWEN 124

Required Textbooks:

Mash, E.J. & Wolfe, D.A. (2007). *Abnormal Child Psychology* (4th edition).
Kearney, C. (2010). *Casebook on Childhood Disorders* (4th edition)

COURSE DESCRIPTION

This course is designed to give students an introduction to abnormal child psychology. We will study the major disorders typically diagnosed in childhood, including the DSM-IV-TR diagnostic criteria, the current information on the etiology of the disorders, as well as the current research on the most effective assessment and treatment for these disorders.

LEARNING OUTCOMES

1. Field Specific Knowledge and Experience

- a. Know the essential characteristics of the major theories, controversies and questions in child psychopathology.
- b. Understand the DSM-IV-TR diagnostic criteria for the disorders .
- c. Apply understanding of the above-mentioned information to real-life case studies.

2. Develop Critical Thinking Skills

- a. Understand the strengths and weaknesses of research methods in abnormal child psychology
- b. Think critically about real-life cases and consider all relevant information in order to make appropriate diagnostic decisions.
- c. Understand the positives and negatives of labeling a child with a psychological disorder.

3. Demonstrate Cultural Competency

- a. Understand the important role an individual's membership in various diversity groups, such as their culture and gender, and how that membership affects the development and treatment of childhood psychological disorders.

4. Refine Written Communication Skills

- a. Demonstrate the ability to articulate an accurate understanding and application of course concepts through short writing assignments regarding case studies.

5. Refine Oral Communication Skills

- a. Demonstrate the ability to orally present a summary of relevant research articles on the etiology and treatment of one of the disorders.

COURSE FORMAT

Class meetings will consist of lecture, discussion, videos, guest speakers, in-class exercises and demonstrations. Studies on learning and memory have shown that we remember information better when we actively or emotionally process it. Therefore, I encourage you to participate in class as much as possible to facilitate your own learning. The smaller class size will allow us to incorporate class discussion, activities, and Q&A as much as possible.

Attendance:

Class attendance is extremely important for top performance in this course. However, if you are unable to attend a class for any reason, it is **your responsibility to contact another student** in the class to get the material you missed.

Exams:

This class will consist of five in-class exams. Each exam is worth 100 points. Exams will consist of multiple-choice and essay questions. **Exams may cover material from the textbook, class lectures, observations, as well as from anything else discussed or shown in class.** Therefore, class attendance is important for top performance. Exams may cover definitions and factual information, as well as test your understanding of the material through application.

****Make-up Exam Policy:** Make-up exams will ONLY be given in the event of severe illness or participation in a college organization which conflicts with the test schedule. In the case of illness, the instructor must be contacted 24 hours in advance of the scheduled exam to schedule the make-up and written verification of the illness will be required. If you are representing the college please make an appointment to meet with me by the third week of classes to go over your activities schedule and discuss any conflicts with the course schedule. Other than these two scenarios, **no make-up exams will be given in this course.**

Case Studies:

This class also includes four writing assignments. The writing assignments will include answering discussion questions about case studies on individuals with various disorders. More information regarding each writing assignment will be handed out in class. Each of the small writing assignments is worth 30 points and is due in the beginning of class on the due date listed on the syllabus. On the day they are due, students will have discussions in small groups about their answers to the questions. Participation in this discussion is worth 5 of the 30 total points for the assignment.

If you are unable to attend class on the day the writing assignment is due, you must email the assignment to me before 2pm for credit, but you will not receive 5 points for the discussion.

THERE ARE NO MAKE-UPS FOR DISCUSSION POINTS. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Experiential Learning

In this course you will also be required to spend 2 hours with a child or children with Special Needs. More information will be given throughout the semester on various ways you can get this experience. Each hour of experience is worth 15 points (total of 30 points). In addition, you will be required to write a reflection on what you learned through the experience and how your experience compares the information you have learned about in class regarding that disorder.

Research Paper

The last assignment in this class is a research paper. For this assignment, you will be asked to choose one disorder that interests you the most and to research three journal articles on research studies about the etiology and treatment of this disorder. More specific information about this paper will be given to you in class. This research paper will be due on the day of the final exam and is worth 100 total points.

Research Article Presentation

Each student will be required to present regarding one of the articles they have researched for their research paper. These articles will be presented when we are discussing that disorder in class. This presentation is worth 15 points.

Research Participation Requirement

All psychology classes require their students to participate in research studies. Participation in studies is an important aspect of understanding empirical psychological research and how it informs all that we know about human thoughts, emotions and behavior. Given that this is an upper division course, you are required to complete 3 units of research participation.

POINTS!!!

Exam 1	100 pts.
Exam 2	100 pts.
Exam 3	100 pts.
Exam 4	100 pts.
Exam 5	100 pts.

Case Study 1	30 pts
Case Study 2	30 pts
Case Study 3	30 pts.
Case Study 4	30 pts

Experiential Learning Participation & Reflection	50 pts
---	--------

Research Participation (3 x 5 points)	15 pts
--	--------

Research Presentation	15 pts
Research Paper	50 pts
TOTAL POSSIBLE:	750 pts.

Grades:

At the end of the course, final grades will be assigned based on the following point scale. **Point totals will NOT be curved or rounded** at the end of the semester so please keep track of your point total throughout the semester (e.g. a 629 will be a B+).

POINTS	Percentage	Grade
651-750	100-93	A
630-650	92-90	A-
609-629	89-87	B+
581-608	86-83	B
560-580	82-80	B-

539-559	79-77	C+
511-538	76-73	C
490-510	72-70	C-
669-489	69-67	D+
441-668	66-63	D
420-440	62-60	D-
0-419	59-0	F

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator, Wendy Perkins, for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in the Pederson Administration building, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu

Statement on Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

CLU Writing Center

Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. They work with whole classes as well as with individual students on the style guidelines required for papers in the various disciplines.

All enrolled CLU students are invited to make use of our services. For additional information, please visit http://www.callutheran.edu/writing_center/, call 805-493-3257, [book online at GenBook](#), or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule an appointment.

Environment of Mutual Respect:

My goal for this course is to create a respectful and open learning environment. Therefore, I promise to be respectful of your time, your learning and any questions you may have about the material. In return, I ask that you be respectful of our time and all others in this class. Any disruptive behavior, such as personal conversations, disrespectful side comments about others' questions, etc., will not be tolerated.

Communication:

From time to time I may need to communicate with the class via email. I will use your university email address. Please check it regularly.

Course Evaluations Statement:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Class Schedule & Reading Assignments

(Subject to change by the instructor)

<u>Date:</u>	<u>Topic:</u>	<u>Reading Assignment:</u>
--------------	---------------	----------------------------

Unit 1

Th-January 20	Introduction to Course	
T- January 24	Understanding Abnormal Child Psyc	Ch. 1
Th- January 26	Theories and Causes	Ch. 2
T- January 31	Research	Ch. 3
	Case Study 1 Due	
Th- February 2	Research	Ch. 3
T February 7	Assessment, Diagnosis and Treatment	Ch. 4
Th February 9	EXAM 1	Ch.'s 1-4
	Video on ADHD	

Unit 2

T February 14	Attention-Deficit Hyperactivity Disorder	Ch. 5
Th February 16	Attention-Deficit Hyperactivity Disorder	Ch. 5
T February 21	Attention-Deficit Hyperactivity Disorder Case Study 2 Due	Ch. 5
Th February 23	Conduct Problems	Ch. 6
T February 28	Conduct Problems	Ch. 6
Th March 1	EXAM 2	Ch.'s 5-6
	Video on Anxiety Disorders	

Unit 3

T March 6	Anxiety Disorders	Ch. 7
Th March 8	Anxiety Disorders	Ch. 7
T March 13	Anxiety Disorders	Ch. 7
	Case Study 3 Due	
Th March 15	Mood Disorders	Ch. 8
T March 20	Mood Disorders	Ch. 8
Th March 22	EXAM 3	Ch. 7-8
	Video on Intellectual Disability	

Unit 4

	Intellectual Disability	Ch. 9
T March 27		
Th March 29	Intellectual Disability	Ch. 9
T April 3	NO CLASS: SPRING BREAK	
Th April 5	NO CLASS: SPRING BREAK	Ch. 10
T April 10	Autism Spectrum Disorders	Ch. 10

Th April 12	Case Study 4 Due	Ch. 10
T April 17	Autism Spectrum Disorders	Ch. 10
Th April 19	EXAM 4	Ch.'s 9-10
	Video on Eating Disorders	

Unit 5

T April 24	Learning Disorders	Ch. 11
Th April 26	Guest Speaker	
T May 1	Eating Disorders	Ch. 13
Th May 3	Child Maltreatment	Ch. 14
Th May 10 10:30-12:30pm	Final Exam = EXAM 5 Research Paper Due	Chapters 11, 13-14

Make a Difference in a
Child's Life This
Summer!

