COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7610--Child and Adolescent Psychopathology
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Fall 2017
COURSE LOCATION: 1111 Main (Main Campus)
DAY/TIME: Wednesdays; 5:00-7:30
EMAIL CONTACT: lauren.mangus@wayne.edu

COURSE DESCRIPTION AND OUTCOMES:
This course is designed to provide students with a solid grounding in psychopathology of children and adolescents through consideration of theoretical contributions, research findings, and clinical case materials. The application of theoretical/empirical research to practice will be emphasized. Treatment issues will be briefly reviewed for each disorder.

Course Outcomes:
1. to acquire a solid foundation of knowledge on theory and research in child and adolescent psychopathology;
2. to gain in-depth understanding of epidemiology, comorbidity, family/social/cognitive correlates, biological findings, and developmental trajectory;
3. to understand critical issues of classification, diagnosis and assessment; and
4. to learn DSM-V classifications

REQUIRED TEXT:
3. Any additional readings will be posted on blackboard.

EXAMINATIONS:
Two exams will be given in this course. Examinations will cover all syllabus content (both readings and lecture materials) prior to the exam date (e.g., course material from the first day of class through exam 1 will be included on exam 1, while exam 2 will cover course material after exam 1 through exam 2; exam 2 will not be cumulative). Make-up exams are not allowed unless students provide me with university-authorized documentation. Students are responsible for making arrangements for a make-up exam. If you become ill or have a car accident, you need to report that you will miss the exam and must reschedule. If you know in advance that you will miss an exam, you must make arrangements to take the exam before the scheduled date.
**QUIZZES:**
There will be 10 quizzes throughout the course. On the tentative schedule, you will find topics in bold and quiz number/s. Each week the class will start with a quiz, followed by class discussion. The purpose of these quizzes is to increase familiarity with the DSM-V criteria for major psychological disorders of children and adolescents.

**PRACTICE EXPERIENCES & WRITTEN RESPONSE** *(due 12/6/17):*
Volunteering experience in schools and related assignments will also be used to assess student learning (100 points total). All students must obtain a school-based experience with a follow-up response assignment. These experiences can be done in DPS, or in a public school outside of DPS but *not* in private schools or charter schools. The experience can be done in your assigned partnerships (specific to School and Community Psychology students), however, the response paper will be written independently by each student. If you need to find a placement outside of DPS, begin the process of finding one right away. If students have difficulty finding an appropriate placement, please let me know immediately. Waiting to schedule your days will not allow for flexibility if something falls through (snow days, illness, etc.). Response papers will not be accepted after the due date.

- See below for specific items that you must use to report on your experiences during these assignments.
- You must complete all components in order to receive full points on both assignments.
- All write-ups must be done without using actual student names. You have the responsibility to maintain confidentiality with respect to specific children, teachers, families, etc., that you have observed.

The two experiences/written responses required are described next:

1. *Autism Spectrum Disorder (ASD) Classroom* (worth 50 points). Each student is required to spend at least one full day in an ASD classroom (*not* a push-in support situation—we will discuss this in class). Find a classroom that will let you help the students in some academic or developmental way, and that will let you work directly with the students, as well as conduct observations. Tell teachers that you are looking to help them (the teachers) for one day and stay in the same classroom all day. You should follow the students wherever they go each day so that you can work with and observe them in all settings and help work with them directly (e.g., lunch, gym, art, etc.).

For this observation, a 1 page, brief summary of what you observed is required. Write about your observations of the following: children’s behaviors, learning patterns, and routines, the classroom physical environment, social climate, and the teachers’ methods of instruction, behavior management, relations with students, schedules, or anything else you would like to comment on, etc.
2.) *Written Response* (worth 50 points). A 2-3 page written response regarding the following is required:

- Compare and contrast your public school ASD classroom experience and your experiences in a center-based applied behavior analysis (ABA)-focused treatment facility.
- Compare and contrast school-based ASD and CI eligibility.
- Compare and contrast school-based ASD and EI eligibility.

**Miscellaneous paper specifications:**

Papers must be typed and double-spaced with reasonable margins (e.g., 1 inch margins on each side). Use a reasonably sized font (e.g., 12-point Times New Roman looks most professional). Assign a title to your paper and place it at the top of the first page with your name in the upper right corner. Do not use a cover sheet or plastic covers. Staple, do not paper clip, the upper left corner.

**FINAL GRADES:**

Your final grade will be calculated out of a possible 425 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 (10 points/quiz)</td>
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<tr>
<td>Practicum report</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>425</strong></td>
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The following grading scale will be applied:

- **A** 93+
- **A-** 90-92
- **B+** 87-79
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **E** <69

**ATTENDANCE AND PARTICIPATION**

Participation in class discussions, attendance at each class meeting, and active engagement are expected. Consistent with this expectation, students are required to come to class with questions and/or comments about the readings that they would like to clarify and/or discuss further. You *must* complete your readings each week. Each student should have something to contribute to every class discussion. Some materials presented in class will not always be covered in the textbook and vice-versa. Students are responsible for obtaining missed information, including announcements and changes in class schedule. Participation is worth 25 points, and is formally assessed near the end of the semester.
PROFESSIONAL BEHAVIOR:
Students are expected to maintain good conduct in six areas of professional work behavior. You will be evaluated on these areas in this course. These skills (listed below) are critical to the development of successful practitioners (in psychology or related fields), and problems in these areas will require intervention by the instructor and/or the program directors.

1. Respect for human diversity
2. Communication skills
3. Effective interpersonal relations
4. Ethical responsibility
5. Adaptability
6. Initiative and dependability

STUDENT USE OF LAPTOP COMPUTERS IN CLASS

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

STUDENT USE OF PHONES IN CLASS

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM:

No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:
Deception, Fraud and Misuse of Documents

Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

Next is the college and university official policy on academic dishonesty:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

WRITING SKILLS

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at http://www.clas.wayne.edu/writing/. The mission and services offered at the Writing Center can be found at that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330 for information about HOOT. The site also has a list of additional resources.

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.
ENROLLMENT/WITHDRAWAL POLICY
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: http://reg.wayne.edu/students/information.php

ATTENTION STUDENTS WITH DISABILITIES
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
**TENTATIVE SCHEDULE:**
(Note: this schedule is subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/30</td>
<td>NO CLASS</td>
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<tr>
<td>9/6</td>
<td><strong>Introduction:</strong>&lt;br&gt;• Syllabus&lt;br&gt;• Overview of Course&lt;br&gt;• Approaches to the classification and diagnosis of psychopathology</td>
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<tr>
<td>9/13</td>
<td><strong>Theories in Developmental Psychopathology</strong>&lt;br&gt;1) CP Chapter 1&lt;br&gt;2) DSM-V pps. 12-17 and 19-25&lt;br&gt;3) Hudziac, J. et al. (2007) Dimensional Approach to Developmental Psychopathology</td>
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<td>9/20 (Q)</td>
<td><strong>Contextual Influences (Quiz 1)</strong>&lt;br&gt;1) Readings from <em>Handbook of Developmental Psychopathology</em> (posted on blackboard)&lt;br&gt;a. Family Context (Davies &amp; Sturge-Apple, 2014)&lt;br&gt;b. Schooling and mental health (Roeser &amp; Eccles, 2014)&lt;br&gt;c. Sociocultural context (Choukas-Bradley &amp; Prinstein, 2014)&lt;br&gt;d. Peer system (Chen, Fu &amp; Leng, 2014)</td>
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<td>9/27 (Q)</td>
<td><strong>Early Onset Schizophrenia (Quiz 2)</strong>&lt;br&gt;1) DSM V&lt;br&gt;2) CP Chapter 12</td>
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<td>10/4 (Q)</td>
<td><strong>Childhood Depressive Disorders and Pediatric Bipolar Disorder (Quiz 3)</strong>&lt;br&gt;1) DSM-V&lt;br&gt;2) CP Chapter 5 and Chapter 6</td>
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<td>10/11 (Q)</td>
<td><strong>Childhood Anxiety Disorders (Quiz 4)</strong>&lt;br&gt;1) DSM-V&lt;br&gt;2) CP Chapter 8</td>
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<td>10/18 (Q)</td>
<td><strong>Attention Deficit Hyperactivity Disorder (Quiz 5)</strong>&lt;br&gt;1) DSM-V&lt;br&gt;2) CP Ch. 2</td>
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<td>10/25 (E)</td>
<td><strong>Exam 1</strong></td>
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<td>11/1</td>
<td><strong>Disruptive, Impulse-Control Disorders and Conduct Disorder</strong>&lt;br&gt;1) DSM-V&lt;br&gt;2) CP Ch. 3&lt;br&gt;3) Social maladjustment definition (Wayne RESA documents on Blackboard)</td>
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<td>11/8 (Q)</td>
<td><strong>Eating Disorders, Health Related and Somatic Symptoms Disorders, &amp; Learning Disorders (Quiz 6)</strong>&lt;br&gt;1) CP Ch. CP ch. 14, 17 and 19&lt;br&gt;2) NASP Position Reading (on Blackboard)&lt;br&gt;2) Oakland County MET forms for SLD (on Blackboard)</td>
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<td>11/15 (Q)</td>
<td><strong>Intellectual Disabilities &amp; Autism Spectrum Disorder (Quiz 7)</strong>&lt;br&gt;1) DSM-V&lt;br&gt;2) CP Ch. 11 and 13&lt;br&gt;3) CI and ASD forms (on Blackboard)</td>
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<td>11/22</td>
<td>NO CLASS- UNIVERSITY HOLIDAY</td>
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| 11/29 (Q)| Trauma- and Stressor-Related Disorders (Adjustment Disorder, Acute Stress, PTSD) & Personality overview and (Quizzes 8 & 9) | (1) DSM-V  
(2) CP Ch. 10  
(3) Borderline features among adolescents, CP ch 18 |
| 12/6 (Q) | Crisis Response, Suicidal, and Nonsuicidal Self-injurious thoughts and behaviors (Quiz 10) | (1) DSV-V  
(2) CP Ch. 7  
(3) Practice Experience and Written Response Due |
| 12/13 (E)| Exam 2                                                  |                                                                                  |

*(Q) denotes a QUIZ and (E) denotes an EXAM