COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7610--Child and Adolescent Psychopathology
INSTRUCTOR: Dr. M. Brennan
COURSE CREDIT: 3 Semester Hours
TERM/YEAR: Fall 2016
COURSE LOCATION: EDU 149
DAY/TIME: Wednesdays; 4:30-7:15
EMAIL CONTACT: marybbrennan@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.

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

REQUIRED TEXT:
3. Additional readings assigned and posted on blackboard.

EXAMINATIONS:
Two exams will be given in this course. The exams will be administered using Google docs, a free program on which you will share the document with me and then type responses to your exam during the allotted class time. You do not need to come to campus to take your exam. This can be done from any location – you just need a computer and reliable internet access. You can use the computer lab on campus (Main or Oakland Center) if you do not have internet or access to a computer. Exams must be completed between 4:30pm-7:15pm on the day indicated on the syllabus. Any tests not completed by 7:15 will be marked down. The text book cannot be used during the exam. Any responses that reflect copying from internet sources, the textbook or DSM will be given a zero. 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 know in advance that you will miss an exam, you must make arrangements to take it before the scheduled date. We will review how to use the Google docs program during class.

**QUIZ:**
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 self-grading and class discussion. The purpose of these quizzes is to familiarize you with the DSM-V criteria for major psychological disorders of children and adolescents.

**PRACTICE EXPERIENCES:**
Volunteering experience in schools and related assignments will also be used to assess student learning (50 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 both days in order to receive a grade on any of them.
- All write ups must be done anonymously, with no student names used. You have the responsibility to maintain confidentiality with respect to specific children, teachers, families, etc., that you have observed.

The two experiences required are described next:

1) *Autism Spectrum Disorder (ASD) or Emotionally Impaired (EI) Classroom and Cognitively Impaired (CI) Classroom* (50 points total). Each student is required to spend at least one full day in an ASD or EI classroom and one full day in a CI 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. 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 each of the two settings, a summary of what you observed is required. Make 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.
FINAL GRADES:
Your final grade will be calculated out of a possible 300 points:
Exam 1 100
Exam 2 100
Quizzes 50 (5 points/quiz)
Practice Experience 50

Total 300

The following grading scale will be applied:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93+</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-79</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<td>E</td>
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ATTENDANCE:
Students are expected to attend class, participate in discussions and to complete all assignments. Some materials presented in class will not always be covered in the textbook. Students are responsible for obtaining missed information including announcements and changes in class schedule.

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 psychology practitioners, 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

CELL PHONE POLICY:
Cell phones should only be out during class if you have an emergency situation. Phones need to be on ‘silent’ mode during the entire class period.

ACADEMIC DISHONESTY:
No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should
read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/, The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintended. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.

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 provisions 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. They are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

STUDENT DISABILITY SERVICES:
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 313-577-3365 (TDD only). 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.

WITHDRAWAL DEADLINE:
Withdrawal Policy: Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- 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 withdrawal has been approved. Withdrawals can be requested at any point from the firth week of class through the end of the 10th week of classes.

Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class.
TENTATIVE SCHEDULE:
(Note: this schedule is subject to change)


Jan 20: Theories in Developmental Psychopathology
   (1) CP Chapter 1
   (2) DSM-V pps. 12-17 and 19-25

Jan 27: Contextual Influences
   (1) Readings from Handbook of Developmental Psychopathology (posted on blackboard)
      a. Family Context (Davies & Sturge-Apple, 2014)
      b. Schooling and mental health (Roeser & Eccles, 2014)
      c. Sociocultural context (Choukas-Bradley & Prinstein, 2014)
      d. Peer system (Chen, Fu & Leng, 2014)

Feb. 3: Early Onset Schizophrenia (quiz 1)
   (1) DSM V
   (2) CP Chapter 12

Feb 10: Childhood Depressive Disorders and Pediatric Bipolar Disorder (quiz 2)
   (1) DSM-V
   (2) CP Chapter 5 and Chapter 6

Feb 17: Childhood Anxiety Disorders (quiz 3)
   (1) DSM-V
   (2) CP Chapter 8

Feb 24: Attention Deficit Hyperactivity Disorder (quiz 4)
   (1) DSM-V
   (2) CP Ch. 2

March 2: Exam 1

March 9: Disruptive, Impulse-Control Disorders and Conduct Disorder (quiz 5&6)
   (1) DSM-V
   (2) CP Ch. 3
   (3) Social maladjustment definition (Wayne RESA documents on Blackboard)

March 16: NO CLASS, SPRING BREAK

March 23: Substance-Related Disorders & Learning Disorders (quiz 7)
   (1) DSM-V
   (2) CP Ch. 4 and 14
(3) NASP Position Reading (on Blackboard)
(4) Oakland County MET forms for SLD (on Blackboard)
(5) Practicum Reports Due*

March 30: Intellectual Disabilities & Autism Spectrum Disorder (quiz 8)
   (1) DSM-V
   (2) CP Ch. 11 and 13
   (3) CI MET form (on Blackboard)

April 6: Trauma- and Stressor-Related Disorders (Adjustment Disorder, Acute Stress, PTSD) and Personality Disorders (quiz 9)
   (1) DSM-V
   (2) CP Ch. 10 & 14
   (3) Borderline features among adolescents, CP ch 18

April 13: Eating Disorders, Health Related and Somatic Symptoms Disorders, Elimination Disorders, and Sleep Disorders (Quiz 10)
   (1) DSV-V
   (2) CP ch. 17 and ch 19

April 20: Critical Issues: Crisis Prevention and Intervention; Suicidal and Nonsuicidal Self-injurious thoughts and behaviors and Review for Exam (NO quiz)
   (1) DSM -V
   (2) CP Ch. 7

April 27: Exam 2