



Course CLDP 4344 – 001 CHILD PSYCHOPATHOLOGY
PSY 4344 – 001 CHILD PSYCHOPATHOLOGY
Professor Dr. Toosje Thyssen VanBeveren
Term Spring 2013
Meetings GR 4.301 on Tu/Th 2.30 – 3.45 pm

Professor's Contact Information

Office Phone 214-662-6789
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Office Location JO 3.108
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Office Hours Before or after class and by appointment
Other Information

General Course Information

Pre-requisites, Co-requisites, & other restrictions None

Course Description This course introduces and identifies mental disorders and maladaptive behaviors in infants, children and adolescents. Students will be introduced to theories of child psychopathology, to diseases of the mind, and to the etiology, treatment, and prevention of these diseases. The impact of genetics and the environment will be discussed and how the maladaptive behaviors can influence family and social relationships.

Learning Outcomes After completing the course, students should have a better understanding and comprehension of the multiple factors that affect and determine psychopathology and maladaptive behaviors in infants, children, and adolescents.

The students will:

- Learn about theoretical issues that explain the origins of child psychopathology and maladaptive behaviors.
- Understand the biological influences and the impact of the environment on childhood mental disorders. This information includes how these factors affect the origins of mental pathology, and how the disorders can be treated and prevented.
- Know the most frequently occurring mental disorders and how these disorders influence a child's development and family and social relationships.
- Recognize how an infant's, child's, and adolescent's emotional, behavioral, and psychological abilities are impacted by the diagnosis of diseases of the mind.

Required Texts & Materials Readings can be retrieved from the Internet as described in "Assignments & Academic Calendar".

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

<p>January 15 and 17, 2013</p>	<p>INTRODUCTION Intro to Child Psychopathology, Historical Overview</p>
<p>January 22 and 24, 2013</p>	<p>THEORIES OF CHILD PSYCHOPATHOLOGY Biological Perspectives, Psychological Perspectives, Environmental Perspectives</p>
<p>January 29 and 31, 2013</p>	<p>DISORDERS OF INFANCY AND TODDLERHOOD Regulatory Disorders, Failure to Thrive, Feeding Disorders, Sleep Disorders, Elimination Disorders Readings: “Sensory Integration/Occupational Therapy”, can be retrieved from www.brighttots.com click on left on Sensory Integration “Baby Colic”, can be retrieved from http://en.wikipedia.org/wiki/Baby_colic</p>
<p>February 5 and 7, 2013</p>	<p>HEALTH-RELATED DISORDERS Somatoform Disorders, Headaches, Allergies and Asthma, Exposure to Drugs Readings: “What is Sickle Cell Anemia”, can be retrieved from http://www.nhlbi.nih.gov click on Blood Diseases, click on Sickle Cell Anemia Click on: What is Sickle Cell Anemia?, Causes, Who is At Risk, Signs & Symptoms, Diagnosis “Somatoform Disorders in Children”, can be retrieved from http://merck.com/mmhe/sec23/ch286/ch286j.html</p>
<p>February 12, 2013</p>	<p>EXAM I – BRING BLUE BOOK</p>
<p>February 14 and 19, 2013</p>	<p>MENTAL RETARDATION AND LEARNING DISABILITIES Down Syndrome, Fragile X Syndrome, Dyslexia, Dyscalculia, Dysgraphia Readings: “Intellectual Disability”, can be retrieved from http://www.cdc.gov/ncbddd/dd/ddmr.htm “Dyslexia”, can be retrieved from http://www.medicinenet.com/script/main/art.asp?articlekey=348&pf=3&page=1 read pages 1 and 2</p>
<p>February 21 and 26, 2013</p>	<p>PERVASIVE DEVELOPMENTAL DISORDERS/AUTISM SPECTRUM DISORDERS AND SCHIZOPHRENIA Reading: “Autism Spectrum Disorder” (Pervasive Developmental disorders), can be retrieved from http://www.nimh.nih.gov/health/publications/autism/complete-index.shtml</p>
<p>February 28 and March 5, 2013</p>	<p>BEHAVIOR DISORDERS Conduct Disorder, Obsessive-Compulsive Disorders, ADHD, Pyromania Readings: “Conduct Disorder”, can be retrieved from</p>

	<p>http://emedicine.medscape.com/ click on: Developmental and Behavioral, click on: Conduct Disorder</p> <p>“ADD & ADHD Health Center”, can be retrieved from http://www.webmd.com/add-adhd At bottom of the page click on: ADHD symptoms, ADHD cause, then click on left: Treatment Overview</p>
March 7, 2013	<p>ANXIETY DISORDERS - I Obsessive-Compulsive Disorder, Separation Anxiety, Obsessive-Compulsive Disorder, Post Traumatic Stress Disorder</p> <p>Readings: “Obsessive-Compulsive Disorder (OCD)”, can be retrieved from http://www.webmd.com/anxiety-panic/ click on: Symptoms and Types, click on: Obsessive-Compulsive Disorder</p> <p>“PTSD in Children and Adolescents”, can be retrieved from http://www.ptsd.va.gov/public/ click on: For veterans and the general public, click on: Family and friends, click on: PTSD in children and teens</p> <p>“Separation Anxiety and Separation Anxiety Disorder”, can be retrieved from http://www.helpguide.org/ type in search: Separation Anxiety, click on: Separation Anxiety in Children</p>
March 12 and 14, 2013	NO CLASS – SPRING BREAK
March 19, 2013	<p>ANXIETY DISORDERS - II Obsessive-Compulsive Disorder, Separation Anxiety, Obsessive-Compulsive Disorder, Post Traumatic Stress Disorder</p> <p>Readings: “Obsessive-Compulsive Disorder (OCD)”, can be retrieved from http://www.webmd.com/anxiety-panic/ click on: Symptoms and Types, click on: Obsessive-Compulsive Disorder</p> <p>“PTSD in Children and Adolescents”, can be retrieved from http://www.ptsd.va.gov/public/ click on: For veterans and the general public, click on: Family and friends, click on: PTSD in children and teens</p> <p>“Separation Anxiety and Separation Anxiety Disorder”, can be retrieved from http://www.helpguide.org/ type in search: Separation Anxiety, click on: Separation Anxiety in Children</p>
March 21, 2013	EXAM II – BRING BLUE BOOK
March 26 and 28, 2013	<p>MOOD DISORDERS Depression, Bipolar Disorder</p> <p>Readings: “Understanding Depression”, can be retrieved from http://www.kidshealth.org click on: Parents Site, type in: depression, click on: Understanding depression, read pages 1-2-3.</p> <p>“Bipolar Disorder in Children”, can be retrieved from http://www.narsad.org/dc/childhood_disorders/bipolar.html</p>
April 2 and 4, 2013	<p>PERSONALITY DISORDERS Schizophrenia, Psychoses, Narcissistic personally disorder, Paranoid personality disorders</p>

	<p>Readings: “Schizophrenia and other Psychoses”, can be retrieved from http://emedicine.medscape.com/ Type in Search: Childhood Onset Schizophrenia, click on: Schizophrenia and other psychoses “Narcissistic personality disorder”, can be retrieved from http://emedicine.medscape.com/ Type in Search: Narcissistic Personality Disorder, click on Narcissistic Personality Disorder “Paranoid personality disorder”, can be retrieved from http://www.mentalhealth.com/dis/p20-pe01.html</p>
April 9 and 11, 2013	<p>RELATIONSHIP DISORDERS Disorders of Attachment, Child Maltreatment Readings: “Long-Term Consequences of Child Abuse and Neglect”, can be retrieved from www.childwelfare.gov/pubs/factsheets/long_term-consequences.cfm “Child Abuse and Neglect Fatalities: Statistics and Interventions” can be retrieved from the same website by typing in Search: Statistics and Interventions</p>
April 16 and 18, 2013	<p>PSYCHOPATHOLOGY AND ADOLESCENCE Eating Disorders, Drug Use and the Brain, Suicide Readings: “Drugs and the Brain”, can be retrieved from: www.drugabuse.gov/scienceofaddiction/brain.htm “Teen Suicide Overview”, can be retrieved from http://www.teensuicidestatistics.com Read Teen Suicide Overview, Teen Suicide Facts, Teen Suicide Warning Signs, Teen Suicide Causes and Issues</p>
April 23 and 25, 2013	<p>THE STRONG BRAIN AND THE FRAGILE BRAIN Brain injuries, Seizures in children, Childhood amnesia, Poverty and brain development Baby Einstein’s brain, Effects of alcohol exposure on the brain Readings: “Poverty and Brain Development in Early Childhood”, can be retrieved from http://nccp.org/publications/pub_398.html click on Download full report “Seizures in Children”, can be retrieved from Google: Seizures in children, click on Febrile seizures on website www.emedicinehealth.com type in search: Seizures in children, then read Overview, Causes, and Symptoms “Brain Plasticity: How learning changes your brain”, can be retrieved from http://www.sharpbrains.com go down to “Top 30 articles”, click on # 4. “Fetal Alcohol Syndrome”. Can be retrieved from http://www.mayoclinic.com/health/fetal-alcohol-syndrome/DS00184/METHOD=print</p>
April 30, 2013	EXAM III – BRING BLUE BOOK
May 2, 2013	MAKE-UP CLASS – IF NECESSARY

Course Policies:

Grading (credit) Criteria	Grading is based on three exams and attendance in class. 90% correct for A's, 80% for B's, 70% for C's, and 60% for D's. The three exams will each count for one third of the grade; class attendance may also be taken into account. Lack of class attendance may negatively affect a grade if 4 or more (excused or unexcused) lectures are missed.
Make-up Exams	<p>Make-up exams will be given only if:</p> <ol style="list-style-type: none"> 1. The student is seriously ill and has verifiable documentation from a physician. 2. The student made arrangements prior to the exam to attend an urgent family affair (e.g. funeral). 3. The student is detained the day and time of the exam. 4. Vacation and other pleasure trips are not legitimate reasons for a make-up exam. <p>In any of these cases, the student must notify Dr. VanBeveren in advance of the scheduled time of the exam. In case of an unexpected situation that prevents the student from taking the exam, notification to Dr. VanBeveren must occur within 24 hours after the scheduled exam time.</p> <p>It is the student's responsibility to make sure that an exam is made up within a week of the scheduled time.</p>
Extra Credit	None
Late Work	
Special Assignments	None
Class Attendance	Class attendance may be taken into account for the course. Absence of 4 or more lectures (excused or unexcused) may negatively impact a grade.
Classroom Citizenship	
Field Trip Policies	
Student Conduct and Discipline	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).</p>

	<p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
Academic Integrity	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
Email Use	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
Withdrawal from Class	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p>

	<p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
<p>Incomplete Grades</p>	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
<p>Disability Services</p>	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p style="text-align: center;">The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student’s responsibility to notify his or her professors of the need for</p>

	such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.
Religious Holy Days	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
Off-Campus Instruction and Course Activities	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.