



FLEXIBLE SYLLABUS

Course: PSY/CLDP 4344.001; Child Psychopathology
Professor: Felicia Ward, MA
Email: Felicia.Ward@utdallas.edu or few160030@utdallas.edu
Class Meeting: Fall 2016; Tu/Th 1:00-2:15pm, CR 1.202

Professor contact & office info TBD

Required Text:

Morgan, R. (1999). *Case Studies in Child and Adolescent Psychopathology*.
Oakland, CA: Prentice Hall.

American Psychiatric Association, (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: American Psychiatric Publishing.

Recommended Text:

Austin, V. & Sciarra, D. (2010). *Children and Adolescents with Emotional and Behavioral Disorders* (10th ed). Boston, MA: Allen & Bacon, Inc.

American Psychological Association, (2010). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

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.

Student 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.

EXPECTATIONS:

- This course will utilize lecture, class discussions, video, homework, quizzes and other activities to achieve the learning objectives.
- Students are expected to read all assigned materials and come to class prepared to participate.
- Students are expected to demonstrate their grasp and understanding of the class materials through **discussion and participation**.
- Students are expected to be respectful to one another during class meetings and class discussions/activities. **I WILL NOT TOLERATE DISRESPECT FOR OR TOWARD FELLOW STUDENTS.** Misbehavior or mistreating of other students may result in an attendance and participation grade of 0, dismissal from the classroom and/or other disciplinary action.
- *Electronic Devices*: It is disrespectful to myself and fellow students to text, check email, or go online during class time, unless I ask you to look up something specific online. If there is an issue with electronic devices, you may be asked to leave the class room and receive an attendance and/or participate grade of 0.

Course Assignments & Grades

1. Attendance & Participation: Active attendance is defined as arriving to class on time, prepared for the day's lesson, participating in activities, and remaining for the entire class period. For any predetermined or unexcused absences (oversleeping, work conflicts, taking care of a sick child, etc.) students must submit assignments on or before the assigned due date to avoid penalty. Every 3 classes in which the student misses part of the class, but less than 10 minutes of the class, will equate to one absence. Every 3 unexcused absences may result in the drop of a letter grade (10 points) from the student's final grade.

Students must come to class with completed homework, complete in class activities, participate in group discussions and be an active member of the class at all times (on topic) to earn full points for participation.

2. Exams – There will be three course examinations covering materials discussed in class (from textbook, lecture materials, special assignments, and student presentations). Each exam will be composed of an in class portion, completed on scantron, that may consist of true/false, multiple choice, and/or matching sections. There will also be an optional take home, short answer/essay portion. Written portions of the exam must be typed and completed prior to the scheduled time of the test to be counted. If one chooses to complete the take home writings for the test, they will count for 40% of that exam grade (30/75 pts) with the scantron portion counting for the other 60% (45/75 pts) .

3. Homework/class Assignments – Students will be expected to complete and turn in all homework and class assignments on time when they are due.

Students will be required to complete readings, quizzes and/or light writing assignments either as homework or in class. There may be pop-quizzes or quick writes to assess student completion of assigned reading. Failing to turn in the required work may also deduct from the participation grade as it would not be possible to participate in class if coming unprepared.

4. Project – Each student will choose a disorder/diagnosis to complete a research project over. This project will consist of a written portion (62.5pts/12.5%) and an in class discussion/presentation portion (62.5pts/12.5%).

Presentation: Students will present their selected diagnosis to the class. Presentations will include their research findings and case study. The student will be considered an expert on the topic and will assist in leading the lecture, class discussions and answering of questions for part of the class.

Student Evaluation/Grades: Student grades will be based on the instructor's assessment in the following areas:

- *Attendance & Participation* 75 points (15%)
- *Exams* 75 points each (45% total, 15% each)
- *Assignments* 75 points (15%)
- *Project* 125 points (25%)
 - *Research paper* 62.5 points (12.5%)
 - *Presentation/discussion* 62.5 points (12.5%)

500 - 360 A

359 - 320 B

319 - 280 C

379 - 120 D

Below 120 F

NOTE: Please remember that every 3 absences may also result in a decrease of a letter grade; thus you may fail the class for lack of attendance/participation despite other grades

LATE ASSIGNMENT POLICIES

All assignments are due, on the given assignment date, at the beginning of class. NO LATE PAPERS/PROJECTS WILL BE ACCEPTED. Computer problems are not an excuse for missed/late assignments. In certain circumstances, some assignments may be emailed to me.

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

THIS SYLLABUS REFLECTS A TENTATIVE SCHEDULE

Class		Topics/Description			Homework Due	
Week	Date	Topic	Description	Disorders/Diagnosis	APA, 2013	Morgan, 1999
Week 1	23-Aug	Introduction	Syllabus, overview & introduction			
	25-Aug	Theories of child psychopathology	Biological, psychological & environmental perspectives			
Week 2	30-Aug	Child development	Developmental theories	Failure to Thrive		
	1-Sep	Mental Disorders	Mental Retardation	Down Syndrome, Fragile X	DSM V, pp. 31-49	Case Studies # 1
Week 3	6-Sep	Neurodevelopment (cont)	Autism & ADHD	Autism, ADHD	DSM V, pp. 50-66	Case Studies # 2 & 3
	8-Sep	Learning Disorders	Learning Differences & Disabilities	Dyslexia, Dyscalculia, Dysgraphia	DSM V, pp. 66-74	
Week 4	13-Sep	Catchup, Summary/Review & Short Answer Q's				
	15-Sep	Exam 1			Pink Scantron & optional Essays	
Week 5	20-Sep	Attachment	Attachment theories and process	Separation	DSM V, pp. 190-195	
	22-Sep	Relationship Disorders	Maltreatment	RAD, Engagement, Shaken, substance exposure	DSM V, pp. 265-270	Case Studies # 21
Week 6	27-Sep	Trauma & Stress Related Disorders		PTSD, Stress, Adjustment	DSM V, pp. 271-290	
	29-Sep	Early childhood eating disorders	Feeding, Eating & Elimination Disorders	Pica, Rumination, Avoidant/restrictive intake	DSM V, pp. 329-338	
Week 7	4-Oct	Eating Disorders	Child & Adolescent Eating Disorders	Anorexia, Bulimia, Binge-eating, Purging	DSM V, pp. 338-354	Case Studies # 17 & 19
	6-Oct	Sleep disorders	General & Breathing Sleep Disorders	Narcolepsy, Apnea, Hypoventilation	DSM V, pp. 372-390	
Week 8	11-Oct		Parasomnias	NREM, Nightmare, Induced	DSM V, pp. 399-407; 413-422	Case Studies # 20
	13-Oct	Health-Related Disorders	Health-related Disorders & Issues	Somatiform, Conversion, Headaches, Allergy/Asthma	DSM V, pp. 309-315; 318-321	Case Studies # 18
Week 9	18-Oct	Exam 2			Pink Scantron & optional Essays	
	20-Oct	Behavior Disorders	Defiance & Conduct	ODD, Explosive, Conduct	DSM V, pp. 461-475	Case Studies # 4 & 5
Week 10	25-Oct		Social issues	Pyromania, Kleptomania, Bullying, Social Anxiety	DSM V, pp. 476-480; 202-208	Case Studies # 8
	27-Oct	Anxiety Disorders	Speech & Phobia Disorders	Mutism, Phobia, Panic	DSM V, pp. 189-190; 195-202; 208-217	Case Studies # 9
Week 11	1-Nov		Panic & Anxiety Disorders	Panic, Agoraphobia, Anxiety	DSM V, pp. 208-233	
	3-Nov	Mood Disorders	Depressive Disorders	Dysregulation, Depression (self harm)	DSM V, pp. 155-188	Case Studies # 13 & 14
Week 12	8-Nov	Bipolar & Psychotic Disorders	Bipolar Disorders; Psychotic Disorders;	Bipolar, Schizophrenia, DID	DSM V, pp. 123-154; 291-307	Case Studies # 15
	10-Nov	Personality Disorders	Cluster A Personality Disorders	General, Paranoid, Schizoid, Schizotypal	DSM V, pp. 645-659	Case Studies # 12
Week 13	15-Nov		Cluster C Personality Disorders &	Avoidant, Dependent, OCD	DSM V, pp. 672-684	
	17-Nov	Substance Use	Use, Abuse & Addiction	Alcohol, Caffeine, Cannabis, Inhalant	DSM V, pp. 490-499; 503-506; 509-519; 538-540;	Case Studies # 10
	22-Nov	Fall/Thanksgiving Break				
	24-Nov					
Week 14	29-Nov	Substance Use	Use, Intoxication & Withdraw	Sedative, Stimulant, Tobacco	DSM V, pp. 550-557; 561-580	Case Studies # 11
	1-Dec	Gender & Sexual Identity Issues		Gender Dysphoria	DSM V, pp. 451-459	Case Studies # 16
Week 15	6-Dec	Catchup, Summary/Review & Short Answer Q's				
	8-Dec	Exam 3			Pink Scantron & optional Essays	

Class Project

Research Paper/Writing: The writing assignment for this project is to provide a well written paper over the disorder/diagnosis of your choice (from the list provided by the professor). Though this assignment may be less formal than some research assignments, students are expected to research and write on the disorder in proper APA form. You may choose to add in personal experiences or opinions; however, any portion coming from research must be properly referenced and cited.

The writing assignment should include:

1. Description of the disorder based on research, but described in your own words (keep quotes to a minimum)
2. The diagnostic criteria in relation to children and adolescents
3. Descriptions of any and all variations of the disorder
4. One brief case study example of the disorder and how the case meets diagnostic criteria. This case study may come from your own creation, your own experience (yourself, a friend, family member...) or from external research (resource outside of the assigned course materials)
5. References/Research must include the DSM V and at least 2 other academic/professional resources (one of which may be the course assigned case study book)

EXTRA/Suggestion:

6. Explain implications of this disorder as a psychological professional (psychologist or counselor), and/or how the disorder would impact working with the specific case (example: medications, type of therapy, needed/suggested accommodations...)

Major Point Deductions:

Grammar and spelling: Issues with the basics of professional writing (such as jargon or use of slang) may result in an **extra 20 point deduction** (on top of receiving no points for spelling and grammar) for incompetence. This type of writing is not school appropriate and reflects the student is either unprepared for college level work or did not put forth a notable amount of effort in to the writing.

Citations: Failure to cite sources and/or references is considered a form of plagiarism. Due to this importance, incorrect citations may result in an additional **5 point deduction each**.

Plagiarism: Plagiarism is a form of academic dishonesty in which somebody claims another's work to be their own or fails to give the appropriate credit to the originating source. Plagiarism may result in an **irreplaceable 0** and further disciplinary action.

*Disclaimer: It is not plausible to foresee all possible writing issues, for this reason **other point deductions may occur as the instructor sees fit.***

Presentation: The student will briefly present the material from the paper portion of the project to the class, promote class discussion and assist in answering questions. They, along with the professor, will help teach a portion of the class to provide extra knowledge and perspective.

Hint: Students may also want to provide the instructor with 2-3 possible quiz/test questions over their topic/presentation.

Project Paper Grading Rubric

Knowledge (Disorder/ Diagnosis)	≤ 5	≤ 10	≤ 20	≤ 30
	Poor	Needs Work	Good	Excellent
	Demonstrates a lack of knowledge of the disorder and/or diagnostic criteria	Minimal or unclear communication of disorder and diagnostic material. Seems lacking of advanced knowledge in the area or presents several uncertainties. (May use several quotes in place of own writing)	In-depth knowledge of disorder and diagnostic criteria; however, presents some uncertainty or seems to struggle with comprehension. (may rely on a quote in place of own knowledge)	Demonstrates deep, detailed knowledge of disorder and diagnostic criteria. Student demonstrates advanced level of comprehension of related content knowledge
Application (Case Study)	≤ 5	≤ 10	≤ 15	≤ 30
	Poor	Needs Work	Good	Excellent
	Little application of the disorder to the case study (case study may seem incomplete or better described by another diagnosis)	Minimal knowledge of application of the disorder and/or diagnostic criteria towards the case study. (May be unclear or miss key points)	Moderate knowledge of the application of the disorder and diagnostic criteria towards the given case study (May be missing key factors in the case study or fail to explain)	Demonstrates deep, detailed knowledge and understanding of applicability of the disorder and diagnostic criteria to the case study
Grammar & Spelling	≤ 5	≤ 10	≤ 15	≤ 20
	Poor	Needs Work	Good	Excellent
	Several grammatical errors. Paper is difficult to read, unclear and/or some words are undeterminable.	Grammatical mistakes decreased the quality of the paper. Spelling errors make for slow reading, but the writing is still clear.	Great, clear paper. Some grammatical mistakes that did not impact the quality of writing. Some noticeable spelling errors but paper is easy to read.	Clearly written paper. Only minor, unnoticeable mistakes.
APA Formatting	≤ 5	≤ 10	≤ 15	≤ 20
	Poor	Attempted	Good	Excellent
	Several formatting mistakes or major formatting mistake(s). Student did not follow APA formatting.	More than 4 mistakes, or repetitive mistakes. Student clearly attempted formatting.	3-4 minor formatting mistakes. Paper is clearly APA, but has some formatting errors.	1-2 minor mistakes. Great APA, with only minor or unnoticeable errors.

Course Policies

Make-up exams

Make-up exams will be given only if:

1. The student is seriously ill and has verifiable documentation from a physician.
2. The student made arrangements with the instructor prior to the scheduled exam.
3. The student is detained the day and time of the exam.

Vacation and other pleasure trips are not legitimate reasons for a make-up exam!

In any of these cases, the student must notify Mrs. Ward 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 Mrs. Ward must occur within 24 hours after the scheduled exam time.

It is the student's responsibility to make sure that an exam is made up within a week of the scheduled time.

Late Work: Any collected assignments will be deducted 10pts if turned in after they are collected and an additional 10 pts for every day it is late. For example, an assignment due at the beginning of class will be deducted 10 pts if turned in after class, 20 pts if turned in the next day, 30 pts 2 days late and so on, up to 5 days late. Once an assignment is more than 5 days late it will no longer be accepted.

Class Attendance

Class attendance and participation will be taken into account for the course. Absence may negatively impact a grade regardless of being excused or unexcused.

Student Conduct and Discipline

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, *A to Z Guide*, which is provided to all registered students each academic year. 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 *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*.

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).

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.

Classroom Citizenship

Please be respectful of all Professors, presenters, and fellow classmates: Phones need to be turned off during class meeting and they need to be out of sight. Students are also requested to refrain from emailing, texting, or engaging in other forms of entertainment on laptops or iPads during class. Failure to follow these instructions will negatively impact the attendance/participation grade each time it occurs. Student may also be instructed to leave the classroom, resulting in an absence and lack of participation grade for the day.

If extenuating circumstances may result in an emerging need to use technology during class, arrangements must be made for a compromise with the instructor prior to any occurrence.

Academic Integrity

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.

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.

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.

Email Use

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.

Withdrawal from Class

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.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. 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. 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.

Incomplete Grades

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.

Disability Services

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.

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)

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.

It is the student's responsibility to notify his or her professors of the need for 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

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.

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. 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.

Off-Campus Instruction and Course Activities

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.