

SYLLABUS

EDP 397: Child Psychopathology

SPRING SEMESTER 2013
University of Texas at Austin
Department of Educational Psychology

Mondays 1:00 to 4:00
Room: SZB 268

Professor: Deborah Tharinger, Ph.D., (471-0283), SZB 254; dtharinger@austin.utexas.edu

Professor Office Hours: To Be Determined. I can be reached easily by email and am happy to set up face-to-face appointments for times other than office hours.

Required Texts:

1. RESEARCH TEXT--Beauchaine, T. P. & Hinshaw, S. P. (2008). *Child and Adolescent Psychopathology*. John Wiley & Sons. (Available from Amazon or other site; likely available used). We will be reading 14 of the 21 chapters.
2. TREATMENT TEXT--Sturmey, P. & Hersen, M. (2012) *Handbook of evidenced-based practice in clinical psychology*: Two Volume set (Available at UT Library as an e-book). Volume 1: Child and Adolescent Disorders; Volume 2: Adult Disorders. We will be reading 14 of 21 chapters from the first volume and 5 of 28 from the second volume.
3. CASEBOOK—Wilmshurst, L.A. (2009 or 2010). *Child and adolescent psychopathology: A casebook*. (Available on Amazon or other site). We will be reading 17 of the 21 cases.
4. *Other Required Readings:* There are a few additional readings (I think four) as indicated under each topic. These readings will be placed on Blackboard or distributed by email attachment.

Optional Reference:

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th Ed—Text Revision) [DSM-IV-TR]*. Washington, D.C.: Author. We also will supplement with drafts from the upcoming DSM-V where applicable.

Overall Course Objectives: Students will obtain:

1. In depth knowledge and comprehension of a developmental psychopathology approach to understanding behavior in children and adolescents. Of central importance is the study of child psychopathology in relation to ongoing normal and pathological developmental processes; the need to consider biology and context in determining the development, expression and outcome of childhood disorders; and the role of multiple interacting events and processes in shaping both adaptive and maladaptive development.
2. Knowledge and understanding of the history, epidemiology, etiology, developmental course and outcomes, diagnostic criteria, and the latest research and guidelines for psychological treatment for the following disorders:
 - a. Autism Spectrum Disorders
 - b. Intellectual Disabilities
 - c. Learning Disabilities
 - d. Attention Deficit Hyperactivity Disorders
 - e. Oppositional Defiant Disorder and Conduct Disorder
 - f. Alcohol and Substance Abuse
 - g. Anxiety Disorders
 - h. Mood Disorders, including Major Depression, Dysthymia, and Bipolar Disorder
 - i. Child Neglect, Maltreatment and Trauma and Attachment Disorders
 - j. Personality Disorders, specifically and Borderline Personality Disorder and Antisocial Personality Disorder
 - k. Eating Disorders
 - l. Childhood and Adolescent Onset Schizophrenia
3. Appreciation for working with case studies and case conceptualizations related to the above disorders and contexts of the child and family and to embrace that one is assessing and treating the person, not the disorder.

General Format for Each Class Session:

The majority of class sessions will begin with a lecture/discussion of the disorder(s) with a focus on history, epidemiology, etiology, developmental course and outcomes, and diagnostic criteria, lead by the professor. Following, presentations/guided discussions will be given by students on the evidence base for treatment of the disorder(s) being discussed that class session. Finally, cases where a child or adolescent presents with the disorder (or combination of disorders) will be presented by students and discussed by the class.

Course Requirements and Grading:
% of Grade

- 20% 1. *Class attendance/participation* and, from each day's readings, *principles for theory building, research, or practice* must be completed. Two principles from the reading for each class session are due starting the second class session. These are limited to one single-spaced page for both principles and emailed (embedded **in** email—**not** by attachment) to utschoolpsych@gmail.com by at least 12:00 noon the Sunday prior to each class day. At least one of the principles needs to be drawn from the reading in the research textbook. The second one can be either from the treatment text or casebook.

Principles for two class sessions can be missed during the semester--so a total of 10 sets of principles are to be completed from the 12 opportunities. Late principles are not accepted. They are worth up to 2 points each. The professor will read them prior to class, make comments and return them electronically after class. In addition, principles are only accepted if the student is present in class for that class session.

- 20% 2. *In-class presentations/guided discussions* on one of the case studies and one of the treatment chapters. The exact distribution will be decided when the class size is finalized. It is estimated that each student will lead the discussion on one case and possibly share the discussion on one chapter with a peer. The distribution of cases/chapters will be made the first class session based on student preference. There are 18 treatment chapters and 20 cases to distribute.

Preparation for discussion guides will be more fully discussed the first class and examples made available (handed out the first day of class). Briefly, it is anticipated that each student, in preparation for leading the discussion, will prepare a two-page handout summary of the highlights of the case and list several questions for class discussion regarding the case. The presenter will bring copies for each member of the class. For the treatment chapters, the sole or pair of students will prepare a two to three page summary hand out of the highlights of the chapter and key questions to lead the discussion. Again, copies of the handout will be provided by the student presenter. The amount of material for each class session is variable and will affect the amount of time for the discussions.

Each case or chapter guided discussion is worth up to 10 points, thus the total of 20 points.

- 60% 3. *Two take home essay exams* sampling the material in the course and its application. The format for each exam will include three to five questions, with options, and you are asked to choose three questions and select your

options. The first exam will cover the material up to and including Alcohol and Substance Abuse. The second exam will address all material discussed subsequently. The first exam will be distributed on March 4 and the exam is due, electronically to the gmail account, March 28 by 9 am. The second exam will be distributed on April 22 and is due on May 6 by 9 am electronically, to the class gmail account. I will confirm receipt.

Class Schedule and Required Readings:

January 14: Introduction to course and requirements, students' backgrounds and interests, central questions of interest for course, assignment of treatment chapters and cases for leading discussions, and discussion for preparing weekly principles.

January 21: No Class: MLK Holiday

January 28 The Developmental Psychopathology Approach to Understanding Behavior, Evidence-based Orientation to Treatment, and Case Formulations and Background

Readings:

1. RESEARCH TEXT: Chapters 1 and 2
2. TREATMENT TEXT: VOL. 1, Chapter 2
3. Casebook- Part I Case Formulation (Case of Terry) and Appendices B, C and D
4. SED Definition (also see Appendix B in Casebook)

February 4: No Class:

February 11: Autism Spectrum Disorders

Readings:

1. RESEARCH TEXT: Chapter 19
2. TREATMENT TEXT: VOL. 1, Chapter 9 _____
3. Casebook Cases 3 and 4

February 18: Intellectual Disabilities and Learning Disabilities

Readings:

1. TREATMENT TEXT: VOL. 1, Chapters 6 and 7 _____
2. Casebook Cases 6 and 14 (and related parts of Appendix A related to Case 14)

February 25: Attention Deficit Hyperactivity Disorders

Readings:

1. RESEARCH TEXT Chapter 11
2. TREATMENT TEXT: VOL. 1, Chapter 10 _____
3. Casebook—Cases 1 and 13 (and related parts of Appendix A related to Case 13)

March 4: Oppositional Defiant Disorder and Conduct Disorder

Readings:

1. RESEARCH TEXT Chapter 12
2. TREATMENT TEXT: VOL 1, Chapter 11 _____
3. Casebook-Case 5 and 18 (and related parts of Appendix A related to Case 5) _____

March 11: No Class: Spring Break

March 18: Alcohol and Substance Abuse

Readings:

1. RESEARCH TEXT Chapter 14
2. TREATMENT TEXT: **VOL 2**, Chapter 7 _____
3. Study of groups treatment of alcohol abuse (BB) _____

March 25: Anxiety Disorders

Readings:

1. RESEARCH TEXT Chapter 15
2. TREATMENT TEXT: VOL 1, Chapters 17, 23 and 24 _____

3. Casebook-Cases 2, 8, 9 (also related parts of Appendix A for Case 9)

April 1: Mood Disorders

Readings:

1. RESEARCH TEXT Chapters 16, 18
2. TREATMENT TEXT: VOL 1, Chapter 22 _____
3. Casebook—Cases 10, 15, 16 _____

April 8: Child Neglect, Maltreatment and Trauma and Attachment Disorders

Readings:

1. RESEARCH TEXT, Chapter 4
2. TREATMENT TEXT, VOL. 1, Chapter 18 and 28; **VOL 2**, Chapter 14 _____
3. Casebook-Cases 18 (review-already discussed under ODD/CD)) and 20 _____

April 15: Personality Disorders, specifically Antisocial Personality Disorder and Borderline Personality Disorder

Readings:

1. RESEARCH TEXT Chapters 13, 17
2. TREATMENT TEXT: **VOL 2**, Chapters 22 and 23 _____

3. Casebook—Case 19 _____
4. Case of Abigail. McClellam & Hamilton (2005). An evidence-based approach to an adolescent with Emotional and Behavioral dysregulation. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 489-493. (BB) _____

April 22: Eating Disorders

Readings:

1. RESEARCH TEXT Chapter 21
2. TREATMENT TEXT: VOL 1, Chapters 25 and 26 _____
3. Casebook-Case 17 _____

April 29: Child and Adolescent Schizophrenia

Readings:

1. RESEARCH TEXT Chapter 20
2. TREATMENT TEXT: **VOL 2**, Chapter 10 _____
3. Lurhmann, T. (2012) *Beyond the brain*. Wilson Quarterly. (BB)
4. Case Study of Adolescent with Schizophrenia (BB) _____

Professor Expectations and Policies:

1. **Students are expected to abide by the *Honor Code*** in practice at The University of Texas:

“The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

2. **Students are expected to arrive to class on time**, to avoid disrupting other students' learning experiences. There are no formal penalties; it is a request out of respect for the class in general.

3. **Assignments are to be submitted on time.** Late work will not be accepted.
4. **Academic dishonesty is a serious matter**, and steps will be taken in cases where students are suspected of engaging in any form of unauthorized collaboration, cheating, plagiarism, or misrepresentation of work. Students may visit the webpage of the Office of Dean of Students, Student Judicial Services, for more information <http://deanofstudents.utexas.edu/sjs>
5. **Respect of other students' views, experiences, and questions is expected.** This class will involve discussions that could be emotionally sensitive or even provocative for some students, depending on the topic. I expect everyone to contribute at least to some degree, and for everyone to be respectful of others' contributions, even if opinions and values widely differ.
6. **Students are expected to read material prior to attending class.** Many class activities will be based on the assumption that students did the reading for that day. Less than half of class time will involve presenting materials from the textbook in the form of lectures. Discussion, hands-on learning activities, and student interaction will be emphasized for the other half of class time. All learning activities will be more productive for learning if everyone has read the material to be discussed.
7. Upon request, according to standard policies at The University of Texas, **appropriate academic accommodations will be provided** for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 / 471-4641 TTY.
8. Make-up work is allowed for assignments and exams due **to absences or schedule conflicts for religious observances**. You must notify me by email 7 days prior to the holy day observance in order to make arrangements.
9. Use of laptops is allowed only for working related to this course. Students may use laptops **ONLY** if they are (1) part of a specific modification plan for learning or motor difficulties and are used for note taking, or (2) if students are accessing Blackboard or related sites for this course, e.g., following along with articles on BB.