

# SYLLABUS

## EDP 397: Child Psychopathology

SPRING SEMESTER 2014  
University of Texas at Austin  
Department of Educational Psychology

Mondays 4:00 to 7:00  
Room: SZB 268

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

**Professor Office Hours:** Mondays 1:00 to 3:00. I also can be reached easily by email.

### **Required Texts:**

1. GENERAL TEXT: Parritz, R.H. & Troy, M.F. (2014). *Disorders of Childhood: Development and Psychopathology* (2<sup>nd</sup> Ed.). Wadsworth, Cengage Learning.
2. DSM-5: American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (5th Ed)*. Washington, D.C.: Author.
3. CASEBOOK: The professor has compiled an electronic casebook of 20 to 25 case studies of treatment of specific childhood disorders drawn from the journal, *Clinical Case Studies*. Each case study article includes the following:

Theoretical and Research Basis for Treatment  
Case Introduction  
Presenting Complaints  
History  
Assessment  
Case Conceptualization  
Course of Treatment and Assessment of Progress  
Complicating Factors Access and Barriers to Care  
Follow-Up  
Treatment Implications of the Case  
Recommendations to Clinicians and Students.

### **Overall Course Objectives--Students will obtain:**

1. In depth knowledge and comprehension of a developmental psychopathology approach to understanding behavior, emotional and cognition 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 the complex interplay of biology and environmental context in

influencing the development, expression and outcome of childhood disorders; as well as 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, DSM-5 diagnostic criteria, assessment tools, and approaches for psychological intervention for the following disorders:
  - a. Disorders of Early Development and Attachment
  - b. Intellectual Disabilities and Learning Disabilities
  - c. Autism Spectrum Disorders
  - d. Attention Deficit Hyperactivity Disorders
  - e. Oppositional Defiant Disorder and Conduct Disorder
  - f. Anxiety Disorders and Obsessive Compulsive Disorder
  - g. Mood Disorders
  - h. Maltreatment and Trauma/stressor-related Disorders
  - i. Substance Use and Addictive Disorders
  - j. Eating Disorders
  - k. Childhood and Adolescent Onset Schizophrenic Disorder
3. Appreciation for working with case studies that involve children diagnosed with the above disorders to embrace that one is assessing and treating the whole person and often his or her caregiving contexts, and not just the disorder.

### **General Format for Each Class Session:**

After several introductory sessions, class sessions will begin with a lecture/discussion of the disorder(s) with a focus on history, epidemiology, etiology, developmental course and outcomes, assessment, and diagnostic criteria, lead by the professor. Following, presentations/guided discussions will be given by students on case studies where a child or adolescent presents with the disorder being discussed that session. In these sessions typically two case studies will be discussed. Starting February 3, please bring your DSM-5 to class.

### **Course Requirements and Grading:**

#### % of Grade

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| 20% | <ol style="list-style-type: none"> <li>1. <i>Class attendance/participation</i> and, from each day's readings, <i>principles for theory building, research, or practice</i> are required. Two principles from the readings for each class session are required and are limited to one single-spaced page for both principles and should be emailed (embedded <b>in</b> email—<b>not</b> by attachment) to <a href="mailto:utschoolpsych@gmail.com">utschoolpsych@gmail.com</a> by at least 10:00 am the Sunday prior to each class day. At least one of the principles</li> </ol> |
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needs to be drawn from the reading in the general textbook. The second one can be either from the DSM-5 or casebook. Or they can integrate across the readings.

Principles for three class sessions can be missed during the semester--so a total of 10 sets of principles are to be completed from the 13 opportunities. Late principles are not accepted. Each set is worth up to 2 points. The professor will read them prior to class, make comments and return them electronically. In addition, principles are only accepted if the student is present in class for that class session.

- 20%      2. *In-class presentations/guided discussion* on one case study. The distribution of cases will be made the first class session based on student preference. Preparation for discussion guides will be more fully discussed the first 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. Thirty minutes will typically be available for each case presentation. There typically will be two case studies presented/discussed in these class sessions. The two students presenting in a given session should touch base with the professor one to two weeks in advance to see if any specific coordination across the cases and/or with material addressed from the text and DSM-5 can be coordinated.
- 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 ADHD. The second exam will address all material discussed subsequently. The first exam will be distributed on March 3 and the exam is due, electronically to the gmail account, March 17th by 9 am. The second exam will be distributed on April 21 and is due on May 5 by 9 am electronically, to the class gmail account. I will confirm receipt.

### **Class Schedule and Required Readings:**

**January 13:** Discussion of course and requirements, students' backgrounds and interests, central questions of interest for the course, assignment of studies, and discussion for preparing weekly principles.

**January 20:** No Class: MLK Holiday

**January 27:** Introduction to course, including models, principles and practices of developmental psychopathology.

Readings:

1. GENERAL TEXT: Chapters 1, 2 and 3

**February 3:** Assessment, Classification (highlighting DSM-5) and Intervention

Readings:

1. GENERAL TEXT: Chapter 4
2. DSM-5: xiii-xi (skim), Preface, pp. 5-25, 715-727, and 749-759.
3. Seriously Emotionally Disturbed (SED) Definition for Educational Classification (class handout)

**February 10:** Disorders of Early Development and Attachment

Readings:

1. GENERAL TEXT: Chapters 5 and 6
2. DSM-5: 265-270

**February 17:** Intellectual Disabilities and Learning Disabilities

Readings:

1. GENERAL TEXT: CHAPTER 7
2. DSM-5: pp. 33-41; 66-74
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**February 24:** Autism Spectrum Disorders

Readings:

1. GENERAL TEXT: Chapter 8
2. DSM-5: pp. 50-59.

3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**March 3:** Attention Deficit Hyperactivity Disorders (**First exam distributed**)

Readings:

1. GENERAL TEXT: Chapter 9
2. DSM-5: pp. 59-66.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**March 10:** No Class: Spring Break

**March 17:** Oppositional Defiant Disorder and Conduct Disorder (**First exam due**)

Readings:

1. GENERAL TEXT Chapter 10
2. DSM-5: pp. 645-682.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**March 24:** Anxiety Disorders and Obsessive Compulsive Disorder

Readings:

1. GENERAL TEXT: Chapter 11
2. DSM-5: pp. 189-226; 235-257.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**March 31:** Mood Disorders

Readings:

1. GENERAL TEXT: Chapter 12
2. DSM-5: pp. 123-141; 155-171.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**April 7: Maltreatment and Trauma/stressor-related Disorders**

Readings:

1. GENERAL TEXT: Chapter 13
2. DSM-5: pp. 265-286.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**April 14: Substance Use and Addictive Disorders**

Readings:

1. GENERAL TEXT: Chapter 14
2. DSM-5: pp. 481-580 (skim).
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**April 21: Eating Disorders (2<sup>nd</sup> exam distributed)**

Readings:

1. GENERAL TEXT: Chapter 15
2. DSM-5: pp. 329-354.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**April 28: Child and Adolescent Onset Schizophrenia**

Readings:

1. Chapter to be provided electronically
2. DSM-5: pp. 87-110.
3. CASEBOOK: CASE 1 \_\_\_\_\_ AND CASE 2 \_\_\_\_\_.

**May 5: 2<sup>nd</sup> exam due**

### **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.