

## SYLLABUS

### EDP 397: Child Psychopathology

SPRING SEMESTER 2015  
University of Texas at Austin  
Department of Educational Psychology

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

**Professor:** Deborah Tharinger, Ph.D., (512-326-2251), SZB 268; dtharinger@austin.utexas.edu

**Professor Office Hours:** Mondays 10 to 11 am. I also can be reached easily by email and phone.

#### **Required Texts:**

1. 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.

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

1. Knowledge and comprehension of a developmental psychopathology approach to understanding behavior, emotion 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 maintenance 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 (Depressive and Bipolar and Disruptive Mood Dysregulation Disorder)
  - 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 personal stories/first person accounts of children, adolescents and parents/caregivers experiencing the mental disorders being discussed in order to have a feeling for the *experience* and not just the symptoms and functional impairment of the disorders.
  4. Appreciation for working with case studies that involve treating a child diagnosed with one or more of the above disorders to come to embrace that one is assessing and treating the whole person and often his or her caregiving contexts, and not just the disorder or diagnosis (although treatment is informed by the diagnosis).

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

After two 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 DSM 5 diagnostic criteria, lead by the professor. Handouts will be provided from the Text and the DSM V will be “walked through”. Following, a student or pair of students will present a first person account or personal story from the literature about an individual who has been living with one of the disorders discussed or has been the parent or caretaker. I prefer “currently” living with the disorder although retrospective accounts are allowed. Following, a student or pair of students will present a case study that involves treatment of one of the disorders discussed for that day.

Starting February 10, please bring your DSM-5 to class each week.

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

#### % of Grade

- |     |   |
|-----|---|
| 20% | First person account choice, handout and presentation (25-30 minutes). In-class presentations/guided discussion on material you research on the experience of a child or adolescent’s experience of a disorder and/or parents’ experience. The distribution of topics will be made the first class session based on student preference. Preparation for discussion guides will be more fully discussed the first class. |
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Each student will identify a first person account by a child, adolescent or parent related to a child or adolescent having a specific disorder or co-occurrence of multiple disorders and present a summary of the findings in a 25 to 30 minute class presentation. The goal is to approximate the subjective experience that the client or caregiver is going through or, as may be the case, reflecting back on (historic perspective).

More specifically, each student will locate/choose a recent (last 5 years if possible) first person account that matches the or one of the disorder(s) covered for a given class session. First person account choices should be made based on what you think is a very good representation and will be a rich experience for you and your classmates. In my experience, material is obtained fairly easily from googling “first person account” or “personal story”; “child parent”; and the disorder of interest. You may also find information in book chapters and possibly articles.

I am open to this material coming from a media or social media sources. If you have questions on your possible choice, please contact the professor for a consultation. The handout can be a one-page outline of what you are going to highlight in your presentation. You may find that reading passages from your source is an effective way to share the client’s or parent’s story or experience. You may also find that short You-Tube type videos would be an effective part of your presentation. The overall goal is to get in the shoes of the children and adolescents who experience the disorders we are studying and their parents/caregivers.

20%

*Case study choice, handout and presentation* (25-30 minutes). Each student will identify a research or clinical case study related to treatment of a child or adolescent having a specific disorder or co-occurrence of multiple disorders, distribute the article or chapter electronically a week in advance to all students and the professor, summarize the case study on a handout brought to class, present the major treatment course and lead a class discussion. Each student will locate/choose a recent (last 5 years if possible) research or clinical case study that matches one of the disorder(s) covered for a given class session. Cases with co-occurring disorders will be allowed. Case choices should be made based on what you think is a very good representation of current best practice treatment methods and/or the adaptation of evidenced informed treatment to a complex real world case. The journal *Clinical Case Studies* is a good source and it provides research case study articles that include:

- 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

You can also use other sources, such as other journals or current casebooks—you may find these to be more clinical in nature. All sources should be drawn from articles or chapters and not a media report. If you have questions on your possible choice, please contact the professor for a consultation. For your handout and presentation, summarize the case with an emphasis on the treatment/intervention component and your evaluation of how the treatment was adapted to the specifics of the child/adolescent and how successful it was. Also integrate discussion questions for the class within your handout and presentation.

- 60% Two take home essay exams sampling the material in the course and its application. The format for each exam will include three to four 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 2 and the exam is due, electronically to the gmail account [utschoolpsych@gmail.com](mailto:utschoolpsych@gmail.com), March 23th by 9 am. The second exam will be distributed on April 20 and is due on May 11 by 9 am electronically, to the class gmail account. I will confirm receipt.

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

**January 26:** Discussion of design of course and requirements, students' backgrounds and interests, central questions of interest for the course, and assignment of topics to research first person experience of a disorder and treatment case studies.

**February 2:** Discussion of major themes, definitions and prevalence, models of child development and psychopathology, and principles and practices of developmental psychopathology

### Readings:

1. TEXT: Preface and Chapters 1, 2, and 3

**February 9:** Discussion of Classification, Assessment, Diagnosis and Intervention (and introduction to DSM-5 and SED Criteria)

### Readings:

1. TEXT: Chapter 4
2. Seriously Emotionally Disturbed (SED) Definition for Educational Classification (class handout)
3. DSM-5: xiii-xl, xli-xliv, 5-25, 715-727, 749-759 and 809-816.

**February 16:** Disorders of Early Development and Attachment

### Readings:

1. TEXT: Chapter 5 and 6
2. DSM-5: 265-270; 329-338.
3. CASE STUDY: \_\_\_\_\_
4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**February 23:** Intellectual Disabilities and Learning Disabilities

### Readings:

1. TEXT: CHAPTER 7
2. DSM-5: pp. 31-41; 66-74

3. CASE STUDY: \_\_\_\_\_

4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**March 2:** Autism Spectrum Disorders

Readings:

1. TEXT: Chapter 8

2. DSM-5: pp. 50-59.

3. CASE STUDY: \_\_\_\_\_

4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**March 9:** Attention Deficit Hyperactivity Disorders

Readings:

1. TEXT: Chapter 9

2. DSM-5: pp. 59-66

3. CASE STUDY: \_\_\_\_\_

4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**March 16:** Spring Break

**March 23:** Oppositional Defiant Disorder and Conduct Disorder (First Exam Due 9am)

Readings:

1. TEXT Chapter 10

2. DSM-5: pp. 461-480

3. CASE STUDY: \_\_\_\_\_

4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**March 30:** Anxiety Disorders and Obsessive Compulsive DisordersReadings:

1. TEXT: Chapter 11
2. DSM-5: pp. 189-226; 235-257.
3. CASE STUDY: \_\_\_\_\_
4. FIRST PERSON ACCOUNT: \_\_\_\_\_
  1. \_\_\_\_\_

**April 6:** Mood DisordersReadings:

1. TEXT: Chapter 12
2. DSM-5: pp. 123-141; 155-171.
3. CASE STUDY: \_\_\_\_\_
4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**April 13:** Maltreatment and Trauma/stressor-related DisordersReadings:

1. TEXT: Chapter 13
2. DSM-5: pp. 271-290.
3. CASE STUDY: \_\_\_\_\_
4. FIRST PERSON ACCOUNT: \_\_\_\_\_

**April 20:** (Childhood Schizophrenia)Readings:

1. reading to be distributed
2. DSM-5: pp. 99-105.
2. CASE STUDY: \_\_\_\_\_

3.FIRST PERSON ACCOUNT: \_\_\_\_\_

**April 27:** Substance Use and Abuse Disorders

Readings:

1. Text: Chapter 14
2. DSM-5: pp. 481-580 (SKIM).

3.CASE STUDY: \_\_\_\_\_

4.FIRST PERSON ACCOUNT: \_\_\_\_\_

**May 4:** Eating Disorders

Readings:

1. TEXT: 15
- 2.DSM-5: pp. 338-354.

3.CASE STUDY: \_\_\_\_\_

4.FIRST PERSON ACCOUNT: \_\_\_\_\_

**Finals week:** Second Exam Due; May 11 9am



### **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.