

# Emotional and Behavioral Disorders in Children and Adolescent

FALL 2017

EDP 376T # 10645

T/Th 11:00 a.m. – 12:30 p.m. SZB 416

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Office Hours: By appointment

**Overview.** This course will provide an overview of the nature, structure, etiology and developmental course of psychopathology during childhood and adolescence. Key issues that will be covered include approaches to the classification of psychological disorders, the incidence and prevalence of some major forms of child psychopathology, the role of environments and genes in the etiology of psychopathology, the developmental course of disorders, correlates of and risk factors for disorders, and the clinical implications of the current findings in the field.

**Course Goals.** The goal of this course is to provide an overview of the field of child and adolescent psychopathology, including the symptom presentation, epidemiology, and developmental course of psychopathology in youth. Students will gain an understanding of the systems of classification, the prevalence and course of major disorders, their etiology, and their treatment, including identification of the common types of psychopharmacological and behavioral treatments associated with different diagnoses. We will identify factors that contribute to the risk of, and resilience from, psychopathology throughout childhood, as well as the clinical implications of research on risk and resiliency.

## **Required Texts**

- Mash, E. J., & Wolfe, *Abnormal Child Psychology*, 6th Edition. Boston: Cengage.
- American Psychiatric Association. (2013). *DSM 5*. American Psychiatric Press.

**Course Structure and Readings.** Weekly course meetings will focus on the discussion of readings assigned for each week, case presentations by students in small groups, interactive exercises and use of media presentations. Readings for the course will include chapters and sections from the required texts. Students are expected to complete the readings and come to class prepared to discuss them each week.

**Canvas site.** The course syllabus and other course materials are available on the Canvas website for the class.

**Grades.** Course grades will be based on:

- Reading Completion Quizzes (10%)

- In-Class Tests (40%)
- Small Group Assignment (30%)
- Other Assignments (20%)

*Class Participation, Attendance, and Punctuality.* Students are expected to actively participate in class. This includes contributing to the class discussion, active listening, and appropriate use of electronic devices during class. **Please do not use cellphones during class and please limit laptop use to note taking and other activities directly related to the class.** Students are also expected to attend and arrive on time for all classes. Please notify the TA in advance if you are unable to attend a class, and make arrangements to make up the work you missed. Excessive absences or lateness (i.e., more than two times over the course of the semester) will impact your grade.

*Reading Completion.* Students are expected to complete readings for each topic by the Tuesday class, *except where otherwise indicated in the syllabus.* The reading consists of book chapters and journal articles on the topics we will be covering in class. The journal articles have an accompanying mini-lecture video that will help you to consider the concepts discussed in the articles.

For all reading deadlines, there will be a completion assessment online that must be completed in order for you to receive reading completion credit. You can take the online assessment as many times as you like before the deadline, but must have 100% accuracy in order to receive credit.

*Tests.* Students will take 4 brief in-class tests on material we have covered, including lectures, readings, videos and online material. The tests will consist of multiple choice and fill in the blank questions. If you will miss a test, you must contact the TA in advance to find an alternate opportunity or accept an alternate assignment (a short paper).

*Small Group Assignment.* Beginning in the 6th week of class, each week a group of students will have the responsibility to coordinate an in-class presentation for the class. The in-class presentation will consist of 2 parts: 1) A case presentation (in first person) of an assigned disorder we will be discussing in class. You will use the DSM-V and any other supporting material needed to characterize a person who is diagnosable with the disorder you are assigned. The class will then guess the assigned disorder. 2) A portfolio of resources, national and local, for individuals with the disorder assigned. This could include online support groups, specialty services, or educational material. Students will sign up for presentation slots by the end of the 2<sup>nd</sup> week of class.

Each group member will complete a participation assessment of themselves and the other members of their group. Individual grades will be based on the quality of the presentation as well as each individual's assessment by the rest of the group.

*Online Assignments.* There are 4 assignments that are expected to prompt group discussion in class. For each, you must either submit something online or answer brief questions online prior to the class where the discussion will take place.

### ***Course Grading Guidelines***

A: 93-100	B+: 87-89	C+: 77-79
A-: 90-92	B: 83-86	C: 73-76
	B-: 80-82	C-: 70-72

- A** (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 93-100; A-=90-92.
- B** (Above Average) will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)
- C** (Average) will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

### ***University Notices and Policies***

**University of Texas Honor Code.** “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.”

**Use of E-Mail for Official Correspondence to Students.** Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

**Policy for students with documented disabilities.** Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

**Religious Holidays.** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is

made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**Carrying of Handguns.** Students in this class should be aware of the following university policies:

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Please also review the following university policies regarding campus carry:
  - Overview: <https://utexas.app.box.com/v/cc-info-sheet-students>
  - Full Policy: <https://www.policies.utexas.edu/policies/campus-concealed-carry>
- I request that you please inform me if you intend to carry a handgun during course meetings. This information is requested because knowing which, if any, students are carrying handguns will help me to effectively coordinate a response to emergencies or threats to student safety. Disclosing this information is voluntary and at the discretion of the student.
- Per instructors' rights, the carrying of handguns is prohibited in my personal office (i.e., SZB 254E). This information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

**Resources for Learning & Life at UT Austin.** The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>