

**Emotional and Behavioral Disorders, Spring 2018**  
**EDP 358D (Unique # 10135)**

**Instructor:** Dr. Serena Messina

**Office:** SZB 254J      **Office hours:** T 11-12 & Th 2-3

**Class meetings:** Tuesdays and Thursdays 12:30-2, room UTC 4.102

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**TA:**

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**Purpose:**

This course will cover the major issues in child and adolescent psychopathology, with a focus on a developmental perspective that takes into account risk and protective factors, and the interplay between biological and psycho-social factors in development.

We will review different models of psychopathology, assessments, classifications and treatment of childhood and adolescence disorders.

The course will cover pervasive developmental disorders (e.g., autism), behavioral and emotional disorders, child maltreatment, attachment disorders and eating disorders.

**Course Objectives:**

This course has three primary objectives:

- a) Obtain a thorough understanding of child and adolescent psychopathology with a developmental focus. Each disorder will be explained taking into account the developmental phase the child is going through and the multiple factors contributing to the disorders.
- b) Become familiar with the major issues in the assessment, classification, and treatment of childhood disorders.
- c) Develop critical thinking abilities and the capacity to critically examine research.

**Required Texts:**

Mash, E. J., & Wolfe, *Abnormal Child Psychology*, 7th Edition\*. Boston: Cengage.

\*Note: Earlier editions of this book are available at lower prices. Editions older than 2015 are not updated to include DSM-5 diagnostic criteria. Therefore, it is *highly recommended* that you purchase and use editions no older than 2015

### **Additional Required Readings (Posted on Canvas):**

- B. G. W. (2002). Graduate student in peril: A first person account of schizophrenia. *Schizophrenia Bulletin*, 28(4), 745-755
- Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology*, 67, 187-211
- Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology*, 20, 775-803
- Frick, P. J. (2012). Developmental pathways to conduct disorder: Implications for future directions in research, assessment, and treatment. *Journal of Clinical Child & Adolescent Psychology*, 41, 378-389
- Kazdin, A. E. (2011). Evidence-based treatment research: Advances, limitations, and next steps. *American Psychologist*, 68, 685-698
- Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62(4), 459-480
- McClellan, J. M. & Hamilton, J. D. (2006). An evidence-based approach to an adolescent with emotional and behavioral dysregulation. *Journal of American Academy of Child and Adolescent Psychiatry*, 45(4), 489- 493
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24, 335-344
- Sroufe, L. A. (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology*, 25, 1215-1224
- Tona, J. & Posner T. (2011). Pediatric autoimmune neuropsychiatric disorders: A new frontier for occupational therapy intervention.

### **Online course management through Canvas at [instructure.utexas.edu](http://instructure.utexas.edu)**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Due this week</b>
Jan. 16	Overview of the Course  Introduction to Developmental Psychopathology	Chapter 1	
Jan. 18	Models of psychopathology and developmental considerations	Chapter 2 Sroufe (2013)	
Jan. 23	Research methods in	Chapter 3	

	psychopathology	Kazdin (2011)	
Jan. 25	Working with children who experienced trauma		
Jan. 30	Assessment, diagnosis and treatment	Chapter 4 Rutter (2012)	
Feb. 1	Assessment, diagnosis and treatment	Chapter 4	
Feb. 6	Intellectual Disabilities	Chapter 5	
Feb. 8	Intellectual Disabilities	Chapter 5	
Feb. 13	Summary for exam 1		
Feb. 15	<b>Exam 1</b>	Chapters 1,2,3,4,5 plus additional readings	
Feb. 20	Communication and Learning Disorders	Chapter 7	
Feb. 22	Communication and Learning Disorders	Chapter 7	
Feb. 27	Autism Spectrum Disorders	Chapter 6 Dawson (2008)	
Mar. 1	Autism Spectrum Disorders	Chapter 6	
Mar. 6	ADHD	Chapter 8	
Mar. 8	ADHD	Chapter 8	
Mar. 13	Spring Break		
Mar. 15	Spring Break		
Mar. 20	Conduct Problems	Chapter 9 Frick (2012)	
Mar. 22	Conduct Problems	Chapter 9	
Mar. 27	Summary for exam 2		
Mar. 29	<b>Exam 2</b>	Chapters 6,7, 8, 9 plus additional readings	
Apr. 3	Mood Disorders	Chapter 10 BGW (2002)	
Apr. 5	Mood Disorders	Chapter 10 McClellan & Hamilton (2006) Lynch et al. (2006)	
Apr. 10	Anxiety Disorders	Chapter 11	
Apr. 12	Anxiety Disorders	Chapter 11	
Apr. 17	Trauma and Stressor-related Disorders	Chapter 12 Cicchetti (2016)	
Apr. 19	Trauma and Stressor-related Disorders	Chapter 12	<b>Case study assignment due</b>

Apr. 24	Health Related Disorders and Substance Use Disorders	Chapter 13 Tona and Posner (2011)	
Apr. 26	Health Related Disorders and Substance Use Disorders	Chapter 13	
May 1	Summary for exam 3		
May 3	<b>Exam 3</b>	Chapters 10, 11, 12, 13 plus additional readings	
TBA	<b>Final Exam</b>	All chapters and readings	

### **Attendance and Class Participation:**

You will perform better if you attend class regularly. Come prepared to class by reading the material provided for each class *before* coming to class and by completing the assigned readings on time. Attendance will be verified when important information is given in class; most of the times students will be informed in advance if I am going to provide important information during class. Students will be able to obtain extra points for excellent participation in class activities. In case you miss a class, it is your responsibility to complete missed work, obtain assignments and get notes from fellow students. This course utilizes technology and materials are posted on Canvas. Required readings are posted on Canvas under Files. Class lectures will be posted on Canva usually before each class but no later than 24 hours after class.

### **Exams and Written assignments:**

#### **Exams:**

There will be three exams, each covering approximately 1/3 of the course material. Exams will cover the text, class lectures and assignments, discussions, required readings, videos, and other materials distributed in class. Exams will be multiple-choice. You are expected to manage your schedule in order to be prepared to take the exams at the scheduled times. No make-up exams will be given. An optional comprehensive final exam will be administered during the time scheduled for the final. Your lowest exam grade will be dropped and you may choose not to take the final exam if you are satisfied with your grade. Students who miss any of the in-class exams for any reason (including religious holidays, illness, hospitalizations, family emergencies, etc.) will be required to take the comprehensive final exam.

#### **Case Studies Assignment:**

There is one written assignment in addition to the exams. You will be provided three case studies and asked to select two for careful analysis. For each case, you will discuss (a) three risk factors, (b) three protective factors, (c) the most likely diagnosis, and (d) three or more symptoms to support the diagnosis. Finally, you

will discuss one possible etiology for the disorder described. Specific instructions and materials for this assignment will be posted on Canvas and discussed in class. \*The assignment must be submitted by the time listed on Canvas on the due date. Work must be computer-generated and submitted via Canvas. Email and hard copy submissions will not be accepted. If you wish to discuss the assignment before it is due, please attend office hours. Two points of the final grade for the assignment will be deducted for every 24 hours that it is late. Extensions will not be granted. You may discuss the grading of the assignment during office hours for one week after grades have been posted.

**Extra Credit:**

There will be opportunities to obtain up to 5 points of extra credit. Opportunities for extra credit will be given for occasional homework, in-class activities and excellent attendance. In order to get extra credit you have to attend classes, you will not be able to get information about these opportunities or to use them if you don't come to class.

**COURSE POLICIES**

**Honor Code:** Academic dishonesty will not be tolerated. 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/community. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Students looking at others' test papers, talking, or colluding during an exam will be given a grade of zero for the exam. All submitted assignments must be the student's original work. The instructor reserves the right to submit your work to plagiarism detection services for an integrity assessment as needed.

**Students with Disabilities:** Students with disabilities who seek accommodations in a course must be registered with the Services for Students with Disabilities (SSD) and inform me, in writing, within the first two weeks of the semester [<http://ddce.utexas.edu/disability/>].

**Emergency Evacuations:** In light of an emergency, please familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform me in writing during the first week of class. In the event of an evacuation, follow our instruction. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

**Behavior Concerns and Crises:** If you are concerned about any individual's behavior in class, please contact me and/or call the Behavior Concerns Advice Line (BCAL): 512-232-5050. If you require support for an emergency event such as a death in the family, accident, medical or mental health issue, please contact the Student Emergency Services division of the Office of the Dean of Students: 512-471-5017. The University Counseling and Mental Health Center [<https://cmhc.utexas.edu/>] provides free/low-cost counseling and psychiatric consultation to students seeking crisis support.

**Incompletes:** Incompletes will not be given except in emergency situations that have been appropriately documented and mediated by the Student Emergency Services division of the Office of the Dean of Students. To claim an emergency situation, you must complete three steps: 1) Contact the Student Emergency Services Division immediately (512-471-5017). 2) Provide them with documentation of the emergency (e.g., doctor's note, obituary). 3) Notify me of the emergency by phone or email before the last day of class or before the scheduled final exam if the emergency prevents you from taking the final. Students who fail to make arrangements for an incomplete, or have missed assignments/exams when it is time to calculate grades, will be given an F.

### **Exam policies**

Please comply with the following guidelines while taking any exam:

- Be on time. Late arrivals are disturbing to students already taking the exam. Students who arrive late will not be given extra time to complete the test. In addition, students who arrive more than 15 minutes late may be prohibited from taking the exam and may receive a grade of zero for that test.
- Be considerate of others. Please leave the room quietly and refrain from talking. Do not try to engage me or other students as you are leaving.
- Remain in the classroom during the examination period.
- Leave all notes and books in inaccessible locations during the exam.
- No hats, phones, calculators, or other electronic devices are allowed.
- PLEASE TURN OFF CELL PHONES
- KEEP YOUR EYES ON YOUR OWN PAPER. NO TALKING.
- Sign and turn in both your exam and answer sheet.
- Bring several sharpened (or mechanical) #2 pencils to the exam. Extra pencils may not be available.

### **Important notes**

- All major assignments **MUST** be completed to receive a passing grade.
- Life happens. Please let me know if things beyond this course may be affecting your ability to complete work for this class in a timely manner.
- It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. If you bring a laptop, it should be used exclusively for taking notes. **You need to be *fully* present in class.**

- Students should check Canvas and email regularly (at least twice a week) for announcements, class changes, supplemental readings, etc. **You are responsible for staying up to date on course information.**
- You are expected to stay until dismissed from class. Please do not pack up before class is dismissed. Leaving early is distracting to the instructor and other students. If you must leave early, please inform me prior to the start of class.

### **Graded Work**

Your performance in the course will be rated upon the following:

Exam 1: 100 points

Exam 2: 100 points

Exam 3: 100 points

Case Study Assignment: 100 points

Comprehensive final exam (optional): 100 points

### ***Grading Scale***

The following scale will be used to determine grades:

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	Below 60%