

Child Psychopathology
Spring 2018
EDP 383C 28-CHILD PSYCHOPATHOLOGY # 10285
Mondays 4:00-7:00pm, SZB 268

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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 advanced overview of the field of child 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., & Barkley, R. A. (Eds.). (2014). *Child psychopathology*, 3rd Edition. New York: Guilford Publications.

American Psychiatric Association. (2013). *DSM 5*. American Psychiatric Press.

Additional empirical articles will be required each week, based on class selection.

Course Structure and Readings. Weekly course meetings will focus on the discussion of readings assigned for each week and student presentations of empirical articles. Readings for the course will include chapters and sections from the required texts and empirical articles. 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. Students will be responsible for obtaining the readings; all are available online or through the UT library system.

Grades. Course grades will be based on:

- Class participation, attendance, and punctuality (25%)
- Discussion Questions/Comments for class (25%)
- Midterm (25%)

- In-class Presentation (25%)

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 me 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 class participation grade.

Discussion Questions/Comments. Each week students will write and bring to class two to three questions or comments to further class discussion. These questions/comments may be about common themes, contradictions, or critiques of the literature, or thoughts about the clinical implications of current knowledge and findings. Students will turn a hard copy of these questions in to the instructor at the end of each class.

Midterm. Students will take an in-class, open-book midterm on the 11th week of class (April 2nd). The midterm questions will consist of short answer and essay questions related to the content we have covered in the weeks prior to the midterm.

In-class Presentation. Beginning in the 3rd week of class, each week students will have the responsibility to coordinate an in-class presentation for the class. The in-class presentation will consist of 3 parts: 1) a class activity; 2) selection of an empirical article on the week's topic and powerpoint presentation summarizing the article, and 3) leading a discussion of the week's readings. Students will sign up for presentation slots during the first week of class. The goal of this assignment is to increase students' skills in summarizing and interpreting empirical research findings, and connecting empirical research in developmental psychopathology to its implications for clinical practice. The presentation should include the following components:

- 1) **Class activity.** Provide a short (5-10 minute) in-class activity related to the week's topics. Possible activities include designing a quiz or small-group discussion for the class, or providing an example of a first-person account (or parent's experience) of the disorder.
- 2) **Selection and Presentation of Empirical article.** Select an empirical article on the week's topic and present on the findings. The article should be summarized in 5 slides. This should include one slide on each of the following sections of the article: Introduction/Background, Research Questions/Hypotheses, Method & Analyses, Results, and Conclusions/Clinical Implications. Students should **email the instructor before the second week of class** to receive approval for the articles they will present on. Articles should be current (**published within the last five years**) and from one of the following top-tier journals in child psychopathology: *Journal of Clinical and Consulting Psychology*, *Journal of*

Clinical Child & Adolescent Psychology, Journal of Abnormal Child Psychology, or Development and Psychopathology. Once the instructor approves the article, students should **email a pdf of the article** to the instructor to be distributed to the class by the second week of class. **Please note:** Powerpoint presentations for in-class presentations should be uploaded to Canvas by the end of the day **the day before they are presented in class (i.e., by the end of the day on Sunday).**

- 3) **Leading Class Discussion.** Students should lead a discussion on the implications of the findings for our understanding of the disorder and clinical practice.

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

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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/>

CLASS SCHEDULE AND READINGS

Week 1: January 22 - Overview of Course

Week 2: January 29 – History & Theoretical Models of Child Psychopathology

Mash & Barkley, Chapter 1

Garber, J. (1984). Classification of childhood psychopathology: A developmental perspective. *Child Development*, 55, 30-48.

Cicchetti, D., & Rogosch, F. A. (1996). Equifinality and multifinality in developmental psychopathology. *Development and Psychopathology*, 8(04), 597-600.

Week 3: February 5 – Attention-Deficit/Hyperactivity Disorder (ADHD)

- Mash & Barkley, Chapter 2
- Class-assigned empirical article

Week 4: February 12 – Learning Disabilities (LD) and Intellectual Disability (ID)

- Mash & Barkley, Chapters 13 & 14
- Class-assigned empirical article

Week 5: February 19 – Anxiety Disorders

- Mash & Barkley, Chapter 8
- Class-assigned empirical article

Week 6: February 26 - Autism Spectrum Disorders (ASD)

- Mash & Barkley, Chapter 11
- Class-assigned empirical article

Week 7: March 5 - Conduct and Oppositional Defiant Disorders (CD & ODD)

- Mash & Barkley, Chapter 3
- Class-assigned empirical article

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Week 8: March 13 - Spring Break

Week 9: March 19 - Mood Disorders

- Mash & Barkley, Chapter 5
- Class-assigned empirical article

Week 10: March 26 - Suicide and Nonsuicidal Self-Injury (NSSI)

- Mash & Barkley, Chapter 7
- Class-assigned empirical article

Week 11: April 2 – Midterm

Week 12: April 9 – Posttraumatic Stress Disorder (PTSD) & Child Maltreatment

- Mash & Barkley, Chapter 10
- Class-assigned empirical article

Week 13: April 16 - Substance Use Disorders (SUD)

- Mash & Barkley, Chapter 4
- Class-assigned empirical article

Week 14: April 23 - Eating Disorders

- Mash & Barkley, Chapter 17
- Class-assigned empirical article

Week 15 – April 30 – Summary & Review of Course Themes