

Rutgers University

Course Syllabus

Atypical Child and Adolescent Development

01: 830: 346:01 Spring 2014

Date & Time: Mon and Wedn. 6:40 – 8:00 pm

Location: SEC 118 Busch Campus

Instructor: Stevie M. McKenna MA

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Office Hours: by appt. Livingston campus Tillett #333

Course Objectives

1. This course will introduce you to the study of child and adolescent psychopathology. There will be a brief historical review of society's slow progress in the understanding and treatment of children with aberrant behavior.

2. We will explore the interaction of emotional, cognitive, biological, behavioral, and environmental components that factor into the development of chronic dysfunctional behavior and mental illness in children and adolescents. We will also examine the various theories of the development of childhood disorders as well as the efficacy of the many current treatment modalities including pharmacological interventions.

Required Texts:

Rita Wicks-Nelson, Allen C. Israel *Abnormal Child and Adolescent Psychology* Eighth Ed. Pearson. 2013

Date	Topics	Assigned Chapters
Jan. 22	Getting acquainted / course requirements - Guest speaker CAPS (Nickey)	
Jan. 27 M	Introduction	Chapter 1

Jan	The Developmental Psychopathology Perspective	Chapter 2
Feb. 3 M	Biological and Environmental Contexts of	
Feb 5	Biological and Environmental Contexts of Psychopathology	Chapter 3
Feb. 10 M	Classification, Assessment, and Interventio	Chap 5
Feb 12	REVIEW FOR EXAM I (chapters 1 and 2)	
Feb. 17	REVIEW FOR EXAM I (chapters 3 and 5)	
<u>Feb. 19</u>	<u>EXAM I</u>	
Feb. 24	Anxiety Disorders - Mood Disorders	Chap 6, 7
Feb. 26	Conduct Disorder	Chapter 8
Mar. 3 M	Conduct Disorder	Chapter 8
Mar. 5	Attention-Deficit Hyperactivity Disorder ADHD	Chap 9
Mar. 10 M	REVIEW FOR EXAM II (Chapters 6 and 7)	
Mar. 12	REVIEW FOR EXAM II (Chapters 8 and 9)	
Mar. 15 - 23	SPRING BREAK -----	

Mar. 24 M EXAM II

Mar. 26 Autism Spectrum Disorder and Schizophrenia Chapter 12

Mar. 31 Schizophrenia (DVD Jani COS)

Apr. 2 Mozart and the Whale (DVD)

Apr. 7 M Disorders of Basic Physical Functioning (dvd) Chapter 13

Apr. 14 Guest Speaker – Bulimia, Jessica

**Apr. 16 Psychological Factors Affecting Medical Conditions Chapter
14**

Apr. 21 M continued

Apr. 23 Evolving concerns for youth - Chapter 15

Apr. 28 M Guest speaker – substance abuse /addiction

Apr. 30 REVIEW FOR FINAL EXAM (Chapters 11, 12, and 13)

May 5 M REVIEW FOR FINAL EXAM (Chapters 14 and 15)

May 7 Reading day - May 6 and 7 both reading days NO CLASS

MAY 8 - 14 FINAL EXAM WEEK - online exam possibly.

EXACT DATE AND TIME OF CLASS EXAM - TBA

Grading: Your course grade will be based on 100 points valued as follows:

First Exam	30 Possible Points (30%)
Midterm Exam	30 Possible Points (30%)
Final Exam	30 Possible Points (30%)
Paper	10 Possible Points (10%)

In class lecture notes: Lecture notes will be provided for you on the Sakai website (resource section). These notes are not intended to be the only source of information for the exams. Please note that additional information will be presented in lecture apart from information in your text. You will need your text book for this course. Since videos will be shown periodically during the course, you will *also be expected to take adequate notes as some material from the videos will appear on the exams.*

Study guides: Study guides for each exam will be provided and posted on the Sakai website (resource section). These guides are to be used to prepare for each exam. Questions on the exams will loosely reflect information given on the study guides.

Please be aware of pertinent articles that may be posted on the resource section for class discussion as well.

Term paper (worth up to 10pt)

Your term paper should explore a childhood or early adolescent disorder originating and *expressed in childhood or early adolescence. I will Not be accepting the personality disorders or dissociative identity disorder. See list.*

Your paper should address the following:

(1) A definitive clinical picture of the disorder you are researching. You should include a short history of the disorder, symptoms, prevalence rates (e.g.3%-7% in school aged children – ADHD), cultural, age of onset, and gender features as well as the etiology, course, current treatment, and prognosis of the disorder you are researching.

(2) A differential diagnosis: You should state *one or two disorders* which are similar and *how to* differentiate them from the disorder you are researching.

(3) Your paper should address (when applicable) the psychological, biological, cognitive, and environmental (or social) components that factor into the etiology of the disorder you are researching.

- **APA style is mandatory for title page and reference page only.**
- **Must be double spaced (12pt type and Times New Roman)**
- **Use at least 3 empirically researched articles or journal articles (e.g. The Journal of Abnormal Psychology, the Journal of Child Psychology). Do not use the text book as a source. Some online sources are fine to use with discretion. .org is preferable to .com sites, and no Wikipedia.**

*****No longer than 10 pages including title and reference pages. You do not need an abstract for this assignment.**

List of Acceptable Disorders for Paper: Choose any one disorder under the heading

- **Anxiety disorders**
 - **Panic attacks**
 - **Panic disorder**
 - **Agoraphobia**
 - **Specific phobia**
 - **Separation anxiety**
 - **Social phobia / school phobia**
 - **Selective mutism**
 - **Post traumatic stress disorder PTSD**
 - **Obsessive compulsive disorder OCD**
- **Mood disorders**
 - **Major Depression**
 - **Dysthymia**
 - **Double depression**

- **Seasonal Affective**
- **Bipolar I**
- **Bipolar II**
- **Cyclothymia**
- **Rapid Cycling Bipolar**

- **Behavioral Disorders**
 - **Attention Deficit Hyperactivity Disorder ADHD**
 - **Oppositional Defiant Disorder ODD**
 - **Conduct Disorder CD**

- **Intellectual disability (ID) present the different levels of ID.**
 - **Fragile X**
 - **Downs syndrome**

- **Autism spectrum disorders**
 - **Classic autism**
 - **Asperger's syndrome**
 - **Rett's disorder**
 - **Childhood disintegrative disorder**
 - **Childhood-Onset schizophrenia**
 - **Sensory integration disorder**

- **Eating disorders**
 - **Pica**
 - **Childhood rumination disorder**
 - **Binge eating disorder (BED)**
 - **Anorexia nervosa (cover both subtypes)**
 - **Bulimia nervosa (cover both subtypes)**
 - **Failure to thrive (Prader-Willi)**

- **Substance abuse and dependence disorders (focus should be on one specific type of substance of abuse e.g. alcohol)**
 - **Should cover both what is considered abuse and dependency how are they different.**

* Choose one or two types of abuse but not all forms of abuse:

- Physical
- Emotional
- Sexual abuse
- Neglect (in its many forms)

Attendance

In-class participation is critical and expected. Regular communication with the professor and your fellow classmates is encouraged as well as being prepared to provide needed input on critical psychological issues. *You are responsible for any missed class presentation material.* Please ask *fellow students* for any information you may have missed due to absence from class.

***Doctors notes or other specific documentation are necessary for missing an exam and taking the make-up.

Disability Statement

If you have a documented disability and wish to discuss academic accommodations, or if you need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.

Plagiarism: This is the practice of using information from a source without citing the source and author in your text (Do not use papers from other courses to submit in this course. It is not acceptable e.g. abnormal psychology paper submitted to this course). This is a problem in some courses and will result in an F for the course.

Cheating on Exams – Anyone caught cheating on any of the exams will receive an F for the course. **ABSOLUTELY NO CELL PHONES ARE TO BE OUT or ON DURIN**