

**Rutgers University**  
Course Syllabus  
**Atypical Child and Adolescent Development**  
01: 830: 346:01 Spring 2015

Date & Time: Mon and Wedn. 6:40 – 8:00 pm  
Location: SEC 118 Busch Campus  
Instructor: Stevie M. McKenna MA  
E-Mail: steviemc@rci.rutgers.edu  
Office Hours: by appt. Livingston campus Tillet #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 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 current theories of the development of childhood disorders as well as the efficacy of current treatment modalities including pharmacological interventions.

**Required Texts:**

Mash Eric J.; Wolfe David A, *Abnormal Child Psychology*, 6th Edition, Wodsworth Cengage learning

<b>Date</b>	<b>Topics</b>	<b>Assigned Chapters</b>
Jan. 21 Wedn.	Course requirements / CAPS	
Jan. 26 M	Introduction to Normal and Abnormal Child Behavior	Chapter 1
Jan. 28	Theories and Causes	Chapter 2
Feb. 2 M	Assessment, Diagnosis, and Treatment	Chapter 4

Feb. 4 Attention-Deficit/Hyperactivity Disorder (ADHD) Chapter 5

Feb. 9 M Attention-Deficit/Hyperactivity Disorder (ADHD) - VIDEO

**Feb 11 REVIEW FOR EXAM I - (chapters 1,2)**

**Feb. 16 M REVIEW FOR EXAM I - (chapters 4, 5)**

**Feb. 18 W EXAM I**

Feb. 23M Conduct Disorder - VIDEO Chapter 6

Feb.25 Anxiety Disorders – **Speaker tentatively** Chapter 7

Mar. 2 M Anxiety Disorders – VIDEO

Mar. 4 Mood Disorders Chapter 8

Mar. 9 M Mood Disorders – **Speaker**

Mar. 11 Intellectual Disability (Mental Retardation) Chapter 9

**Mar. 16 - 20 SPRING BREAK**

**Mar. 23 M MIDTERM REVIEW - (chapters 6 and 7) -**

**Mar. 25 MIDTERM REVIEW - (chapters 8 and 9)**

**Mar. 30 M MIDTERM EXAM**

Apr. 1 Autism Spectrum disorders/childhood-onset schizophrenia  
Chapter 10

Apr. 6 M Autism Spectrum disorders  
VIDEO - Mozart and the Whale

Apr. 8 Health-Related and Substance use - **Speaker** Chapter 12

Apr. 13 M Health-Related and Substance use -VIDEO (HBO Addiction)

Apr. 15 Eating Disorders and Related Conditions Chapter 13

**\*\*\* REQUIRED PAPER DUE in Assignments (Resource section of Sakai)  
Accepted until 11:59pm**

Apr. 20 M Eating Disorders and Related Conditions- VIDEO

Apr. 22 Child Maltreatment and Non-Accidental Trauma Chapter 14

Apr. 27 M Child Maltreatment and Non-Accidental Trauma

**Apr. 29 REVIEW FOR FINAL EXAM (chapters 10, 12)**

**May 4 M - REVIEW FOR FINAL EXAM (chapters 13, 14) LAST DAY OF CLASS**

*May 5<sup>th</sup> and 6<sup>th</sup> are READING DAYS*

**FINAL EXAM WEEK - MAY 7 (THURS.) - MAY 13 (WEDN.)**

**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.*

- Any disorder on the list that you choose should be focused on the *childhood or adolescent* presentation of the disorder.

**Your paper should address the following:**

(1) **A definitive clinical picture of your disorder that includes the following:**

- Symptoms and prevalence rates ( e.g. 5%-9% in school aged children ADHD)

- Culture (Culture refers to worldwide cultures not just subcultures within the US. Is this disorder seen throughout the world or is it confined to western cultures? If it is seen in many different cultures, does it present the same way as it does in Western cultures?)
  - Age of onset (At what age does this disorder generally develop?)
  - Gender features (is this disorder more common in boys or girls or is it equally common? Does it present differently in girls as in boys?)
  - Etiology
  - Biology/genetic contribution – *Biology refers to what neurotransmitters systems and or subcortical brain structures are effected in the disorder you are researching.*
  - Course and prognosis
  - Current treatment
  - Differential diagnosis – *You should state one disorder which is similar and how to differentiate it from the disorder you are researching.*
  - Social effects of your disorder. In what ways does the disorder you are researching effect the child or adolescent socially?
- *APA style for title page and reference page only.*
  - Must be double spaced (12pt type and Times New Roman)
  - Use at least 2 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. (.org is preferable to .com)
  - *No abstract needed for this paper.*

**\*\*\*No longer than 10 pages including title and reference pages.**

**\*\* Minimum page length – 5pgs.**

**List of Acceptable Disorders for Paper - Choose any one disorder under the following headings:**

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

- Persistent Depressive Disorder (Dysthymia)
  - Double depression
  - Seasonal Affective
  - Bipolar I
  - Bipolar II
  - Cyclothymia
  - Rapid Cycling Disorder
- **Intellectual disability (MR)**
    - Fragile X
    - Down syndrome
- **Autism spectrum disorders**
    - Classic autism
    - Asperger's syndrome
    - Childhood disintegrative disorder
    - Childhood-Onset schizophrenia
- **Behavioral disorders**
    - Attention deficit hyperactivity disorder (ADHD)
    - Conduct disorder
      - Callous Unemotional subtype
    - Oppositional Defiant 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 syndrome
- **Substance abuse disorders**
    - Abuse,
    - Dependence (what makes dependence different from abuse?)
- **Neglect**
    - Physical
    - Emotional
    - Educational
- **Abuse**
    - Physical
    - Emotional

- Sexual

### **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 via chat room. (**\*\*\*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. Also do not use parts of other student's papers**). 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 DURING EXAMS.**