

Rutgers University

Atypical Child and Adolescent Development

830:346 Course Syllabus - Spring 2016

Date & Time: Monday and Wednesday 6:40 – 8:00 pm
Location: SEC. 118 Busch Campus
Instructor: Stevie M. McKenna MA
E-Mail: steviemc@rci.rutgers.edu
Office Hours: 5:00 – 6:00 pm Tillett #333 Livingston campus

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 as well as early notable theories.
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: Understanding Abnormal Psychology 3rd Edition; Vickie Phares, Wiley E-Text, ISBN: 978-1-118-80462

Date	Topics	Assigned Chapters
Jan. 20W	Syllabus / course requirements	
Jan. 25	Conceptualizations of Normality and Abnormality in Children and Adolescents	Chapter 1
Jan. 27 W	Theories of Normality and Abnormality in Children and Adolescents	Chapter 2
Feb. 1	Theories of Normality and Abnormality in Children and Adolescents (Continued)	Chapter 2
Feb. 3W	Assessment and Therapeutic Interventions with in Children, Adolescents, and Families (Continued)	Chapter 4
Feb. 8	Assessment and Therapeutic Interventions with in Children, Adolescents, and Families	Chapter 4

Feb. 10 W Risk Factors and Issues of Prevention Chapter 5

Feb. 15 REVIEW FOR EXAM I – (Chapters 1, 2)

Feb. 17 W REVIEW FOR EXAM I - (Chapters 4, 5)

Feb. 22 EXAM I

Feb. 24W Protective Factors and Issues of Prevention Chapter 6

Feb. 29 Depressive Disorders, Bipolar Disorders, and Related Problems Chapter 7

Mar. 2 W Anxiety Disorders, Obsessive-Compulsive and Related Disorders, and Trauma-
and Stressor-Related Disorders and Problems Chapter 8
Speaker (tentative)

Mar. 7 Anxiety Disorders, Obsessive-Compulsive and Related Disorders, and Trauma-
and Stressor-Related Disorders and Problems Chapter 8

Mar. 9W Attention-Deficit/Hyperactivity Disorder and Related Problems Chapter 9

Mar. 12 – 20 *** SPRING BREAK *******

Mar. 21 Attention-Deficeit/Hyperactivity Disorder and Related Problems Chapter 9

Term Papers are due (worth up to 10pt)
Must be posted by March 21st Monday- up to 11:45pm in Assignments 2
section of Sakai. (1 pt will be doced for every day late)

Mar. 23W REVIEW (Chapters 6, 7)

Mar. 28 REVIEW (Chapters 8, 9)

Mar. 30W EXAM II

Apr. 4 Disruptive and Conduct Disorders and Related Problems Chapter 10

Mar. 30W Alcohol and Substance Use Disorders and Problems Chapter 11
DVD - HBO ADDICTION discussion

Apr. 4	Alcohol and Substance Use Disorders and Problems (Continued) <i>Speaker tentative</i>	Chapter 11
Apr. 6W	Autism Spectrum Disorder and Schizophrenia	Chapter 12
Apr. 11	Autism Spectrum Disorder and Schizophrenia (Continued)	Chapter 12
Apr. 13W	Mozart and the Whale (DVD) and discussion	
Apr. 18	Specific Learning Disorders and Intellectual Disability	Chapter 13
Apr. 20W	Pediatric Psychology and Health Psychology for Children and Adolescents	Chapter 14
Apr. 25	DVD - Health Psychology	
Apr. 27W	<u>REVIEW for FINAL EXAM (Chapters 10, 11, and 12)</u>	
May 2	<u>REVIEW for FINAL EXAM (Chapters 13 and 14)</u>	

*****FINAL 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%)

It is highly recommended that you use the questions provided within each chapter to quiz yourself as part of your study.

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 of **Sakai** 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.***

***** CHOOSE YOUR DISORDER FROM THE FOLLOWING LIST.*****

Your paper should address the following:

(ALL OF THE FOLLOWING SECTIONS SHOULD BE DESIGNATED HEADINGS)

- **Symptom picture** – describe the symptoms commonly seen in the disorder you have chosen to research.
- **Prevalence rates – Age of onset** - What is the average age when symptoms appear that lead to a diagnosis? Is the onset acute or insidious? **For Prevalence rates** - What are the prevalence rates in the US and world.
- **Cultural variables** – You should list what world cultures your disorder is found in and if it presents with the same symptom picture as seen in the US. You should also include subcultures of the US (e.g. African American, Native American, Hispanic).
- **Gender features:** ex. Bipolar is equally common among adolescents, major depression diagnosed 2X more in females than in males. You should explain any theories that would account for differences in prevalence rates and presentation in gender (ex. Rumination theory could explain, at least in part, for the increased prevalence rates of depression in girls).
- **Etiology** - Describe the biology and genetics behind the disorder you are researching. E.g. What neurotransmitter systems and or subcortical structures of the brain are atrophied, dysregulated or otherwise effected? Is the disorder you are researching mainly a biologically based disorder such as childhood-onset schizophrenia, bipolar, or ADHD Or is it more of a trauma based disorder such as PTSD. Is this highly genetic? E.g. Does it tend to run in families such as depression?
- **Course** - Will it be a lifelong chronic course e.g. childhood-onset schizophrenia or relatively short episodes e.g. depression? How does the presentation change and effect the child/adolescent over developmental stages (e.g. Erickson developmental model)?
- **Prognosis** - What is the end result you expect to see with regard to the symptom picture? E.g. What would the symptom picture look like when the person is 70. E.g. Would the client still have to be on medication? Would they still exhibit the symptoms of the

disorder or would most of the symptoms abate?

- **Current treatment** - What is the most effective treatment for your chosen disorder? Explain the main underlying theory of this treatment(s)
- **A differential diagnosis** – You should compare and contrast another disorder which is similar and how to differentiate it from the main disorder you have chosen to research. In what ways is it similar and in what ways is it dissimilar? E.g. major depression vs Persistent Depressive Disorder.
- **APA style** – for **title** and **reference** pages only.

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

***** Minimum page length 8 pages – including title and reference pages**

***** You DO NOT need an abstract for this assignment.**

- Must be double spaced (12pt type and Times New Roman)
- Must have **within text** citations. **THIS IS A MUST**
- Articles, the DSM-V, books, and online sources are fine (.org more preferable but .com is fine with discretion).
- **THE TEXTBOOK IS NOT AN ACCEPTABLE SOURCE FOR YOUR PAPER.**
- Try to use empirical sources when possible. E.g. Journal of Abnormal Psychology
- **NO WIKAPEDIA.**

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
 - Trichotillomania (hair pulling)
 - Excoriation (skin picking)

- **Mood disorders**
 - Major Depression
 - Persistent Depressive Disorder (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
 - Disruptive Mood Dysregulation Disorder

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

- **Autism spectrum disorders**
 - Classic autism
 - Asperger's syndrome
 - Childhood disintegrative disorder
 - Childhood-Onset schizophrenia
 - Sensory integration disorder (include subtypes or areas of focus)

- **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)**
 - Aside from the before mentioned criteria to be addressed, your paper should cover both what is considered abuse and dependency how are they different.

If you want to do your paper on abuse you must choose one type.

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

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. The make-up exam will be a possible 28pt.**

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.

Academic Integrity At Rutgers :

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

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 DURING EXAMS.**