

**Rutgers University**  
Course Syllabus  
**Atypical Child and Adolescent Development**  
Spring 2019 – 830:346-02

Date & Time: Monday/Wednesday 5:00PM – 6:20PM  
Location: Lucy Stone Auditorium, Livingston campus  
Instructor: Stevie M. McKenna MA, PhD  
E-Mail: steviemc@psych.rutgers.edu  
Office Hours: by appt. Tillett Hall, room 333

TA - Sam Nayman samuelnayman@gmail.com  
Office Hours: Mon 1-2pm in Tillett Hall, room 419.

**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 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:**

Publication Title: **Understanding Child and Adolescent Psychopathology**  
Author: S. McKenna  
ISBN #: 978-1680756302

\*\*\* To purchase and have access to the above required online textbook go to: **grtep.com**

\*\*\*\* **Please wait until the class demonstration of the text before purchasing it.**

**Note: For any technical problem you might experience you can access help by filling out and sending the following form at the link below or click on the web support at the end of any chapter.**

<https://rutgers.grtep.com/index.cfm/undpsychopathology/General/systemSupport>

The text book is an interactive online publication and is a **requirement** for the course. It not only contains the expected chapter content but different learning exercises such as: matching, video clips, flash cards, poll questions, as well as questions based on videos and activities within the chapter. These activities and questions are meant to be learning tools to help you better

understand the material and to prepare you for the in-class exams.

\*\*\*\*\* **IMPORTANT** \*\*\*\*\*

- **You will have access to the within text videos and all activities throughout the semester. However, it is recommended that you take notes on each video and activities to answer the questions at the end of each chapter.**

The purpose of the poll questions that appear within each chapter are meant to generate classroom discussion based on the specific questions posed. Therefore, it is important that you post your response. There is no one correct answer to the poll questions and your name is not associated with a *specific response*.

The online text book **gradebook** (grid) will display the points that you earned for Test Yourself questions at the end of each chapter. Each chapter questions will be open for a specific time period only. **Please note the time and date for each chapter test.**

**Bogus Notes:**

Please be aware of bogus notes stating that the classroom has been reassigned to a different location. If the room assignment changes you will receive notification from the psychology department staff at Tillett Hall or myself.

**Policy:**

- **IMPORTANT - All students are required to take all exams including the final exam or final make up exam despite earning an A otherwise. If a student does not complete the final exam or final make-up they will receive no higher than a C for the course.**
- **There will be no extra credit work due to the high enrollment for this course. Therefore, it is imperative that students complete all assigned work to do well.**
- ***Grades bordering on any letter grade cannot be bumped up.***

<b>Date</b>	<b>Topics</b>	<b>Assigned Chapters</b>
Jan. 23 Wedn.	Syllabus course requirements – CESEP presentation <b>VERY IMPORTANT TO BE PRESENT</b>	
Jan. 28 M	TEXT BOOK Demonstration – <b>VERY IMPORTANT TO BE PRESENT</b> Overview of Child and Adolescent Atypical Behavior	Chapter 1
Jan. 30	Theories and Etiology	Chapter 2
Feb. 4 M	Theories and Etiology continued	Chapter 2

Feb. 6	Assessment, Diagnosis and Treatment Processes	Chapter 3
Feb. 11 M	Assessment, Diagnosis and Treatment - continued	Chapter 3
Feb. 13	Attention Deficit Hyperactivity Disorder ADHD	Chapter 4
Feb. 18 M	Attention Deficit Hyperactivity Disorder ADHD - contin.	Chapter 4
<b>Feb. 20</b>	<b>Review for Exam I – Chapters 1, 2</b>	
<b>Feb. 25 M</b>	<b>Review for Exam I – Chapters 3, 4</b>	
<b>Feb. 27</b>	<b>EXAM I</b>	

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Mar. 4 M	Conduct Disorder and Related Issues	Chapter 5
Mar. 6	Anxiety Disorders	Chapter 6
Mar. 11 M	Anxiety Disorders - continued (videos)	Chapter 6
Mar. 13	Intellectual Disability ID	Chapter 7

**Mar. 16 through Mar. 24 ---- SPRING BREAK – NO CLASSES -----**

<b>Mar. 25M</b>	<b>Review Exam II – Chapters 5, 6</b>	
<b>Mar. 27</b>	<b>Review Exam II – Chapters 7, 8</b>	

**Apr. 1 M EXAM II**

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\*\*\*\*\* **PAPER DUE: Tues. April 2 by 11:00 PM** \*\*\*\*\*  
 (submit through **assignments** section of the class sakai site)

Apr. 3	Feeding and Eating Disorders	Chapter 9
Apr. 8 M	Feeding and Easting Disorders	Chapter 9
Apr. 10	Mood Disorders in Children and Adolescents	Chapter 10
Apr. 15 M	Substance Use Disorders <i>HBO Addiction - video</i>	Chapter 11
Apr. 17	<b><i>Guest Speaker</i></b> – Jessica Bullock <i>CEO Life Options Counseling and Substance Use Clinic</i>	

Apr. 22 M Autism Spectrum Disorder Chapter 12

Apr. 24 Autism Spectrum Disorders Chapter 12  
*Mozart and the Whale - video*

Apr. 29 M Elimination and Sleep Disorders Chapter 13

**May 1 REVIEW chapters 9, 10**

**May 6 M REVIEW chapters 11, 12, 13 - LAST DAY OF CLASSES**

**May 7 Tues. & May 8 Wedn. ----- READING DAYS ---- NO CLASSES**

**\*\*\*\*\* FINAL EXAM WEEK - May 9<sup>th</sup> – May 15<sup>th</sup> \*\*\*\*\***

**Grading:** Your course grade will be based on **120 points** valued as follows:

First Exam	30 Possible Points
Midterm Exam	30 Possible Points
Final Exam	30 Possible Points
Text participation	20 Possible Points
Paper	10 Possible Points

You will have **2 exam scores for each exam**. The raw score is simply the number of questions you got correct out of 60 questions. The scaled score is the number of points you earned out of a possible 30 pts. The scaled score is what is important toward your final grade. The raw is simply informational and is not factored into your grade. To arrive at the scaled score, divide your raw score by 2.

**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.. 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 links to articles** that may be posted within the text book or in 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: DUE Tues. April 2, 11:00pm on Sakai class Assignment section.**

- **Symptom picture** – describe the symptoms commonly seen in the disorder you have chosen to research.  
**Prevalence rates** – prevalence rates in the US and world. (1pt.)
- **Cultural variables** – This is not about prevalence rates which should be addressed in the prevalence rates section. You should discuss a couple countries your disorder is found in and if it presents differently or 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, Asian American).** (2 pts.)
- **Age of onset and Gender features** - What is the average age when symptoms appear that lead to a diagnosis? Is the onset acute or insidious? **For Gender features:** ex. Bipolar is equally common among adolescents, major depression diagnosed 2X more in females than in males. (1pt.)
- **Etiology** - Describe the biology and genetics behind the disorder you are researching. E.g. What neurotransmitter systems and subcortical structures of the brain are effected in the disorder you are researching? It may be primarily a biological based disorder such as Bipolar or Schizophrenia, but be sure to address the psychological/emotional issues associated with this disorder. Eg. expressed emotion (EE) with regard to family relations or coping with peers with either bipolar or schizophrenia. Is this highly genetic? Does it run in families such as depression, schizophrenia, bipolar, anxiety, ADHD, etc? (2 pts.)
- **Course** - Will it be a lifelong chronic course e.g. childhood-onset schizophrenia or episodic in nature e.g. depression? How does the presentation change and effect the child/adolescent over developmental stages (e.g. Erickson developmental model)? (1pt)
- **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 have dissipated? (1pt)
- **Current treatment** - What is the most effective treatment for your chosen disorder? Explain the main underlying theory of this treatment(s) and **explain a technique that could be employed in the treatment plan.** E.g. cognitive restructuring for major depression). (1pt)

- **Differential diagnosis** – You should compare and contrast another disorder (**ONLY ONE**) 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. (1pt)

**APA style is encouraged but not required**

**\*\*\* No longer than 10 pages - including title and reference pages.(text should be 8 pages of the total 10 pages). You can go over 2 pages if necessary.**

**\*\*\* Minimum page length 9 pages – including title and reference pages (text should be 7 pages of the 9 total).**

**\*\*\* 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 or MYSELF IS NOT AN ACCEPTABLE SOURCE OF INFORMATION FOR YOUR PAPER. It is considered a secondary source.**
- 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 headings

**\*\*\*Again, make sure that your paper focuses on the childhood or adolescent presentation of the disorder you choose to research.**

- **Anxiety disorders**
  - Panic attacks
  - Panic Disorder
  - Generalized Anxiety Disorder (GAD)
  - Agoraphobia
  - Specific Phobia
  - Separation Anxiety disorder (SAD)
  - Social Phobia / School Phobia
  - Selective Mutism
  - Posttraumatic Stress Disorder (PTSD)
  - Obsessive Compulsive Disorder (OCD)

- **Mood disorders**
  - Major Depression
  - Persistent Depressive Disorder (Dysthymia)
  - Double depression
  - Seasonal Affective Disorder
  - Bipolar I
  - Bipolar II
  - Cyclothymia
  - Rapid Cycling Bipolar
  
- **Behavioral Disorders**
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Oppositional Defiant Disorder (ODD)
  - Conduct Disorder (CD)
  - Intermittent Explosive Disorder
  - Disruptive Mood Dysregulation Disorder (DMDD)
  
- **Intellectual disability (ID) present the different levels of ID.**
  - Mild
  - Moderate
  - Severe
  - Profound
  
- **Other disorders that also have Intellectual disability**
  - Fragile X
  - Downs Syndrome
  - Williams Syndrome
  - Angelman's Disorder
  - Prader Willi Syndrome
  
- **Autism spectrum disorders**
  - Classic autism
  - Asperger's syndrome
  - Childhood disintegrative Disorder
  - Sensory integration disorder
  
- **Childhood-onset Schizophrenia**
- **Adolescent-onset Schizophrenia (you can choose to do a specific type with adolescent onset or just adolescent Schizophrenia)**
  - Schizophrenia
  - Schizophreniform
  - Schizotypal
  - Schizoaffective

- **Eating disorders**
  - Pica
  - Childhood rumination Disorder
  - Binge eating disorder (BED)
  - Infantile Anorexia
  - Posttraumatic Feeding Disorder
  - Anorexia nervosa (cover both subtypes)
  - Bulimia nervosa (cover both subtypes)
  
- **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 and how they are different.

**If you choose to do your paper on abuse you must choose one type of abuse 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 me 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 (whether online or in-class) 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 me 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 DURING EXAMS.**

### **Academic Integrity At Rutgers :**

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