

**Rutgers University**  
Course Syllabus  
**Atypical Child and Adolescent Development**  
01: 830: 346:01 Fall 2011

Date & Time: Tuesday and Friday 10:20 – 11:40AM  
Location: Ph 111 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 atypical 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:**

Mash Eric J.; Wolfe David A, *Abnormal Child Psychology*, 4<sup>rd</sup> Edition, 2008  
WodsworthCengage learning

Date	Topics	Assigned Chapters
Sept. 2	Getting acquainted / course requirements	
Sept. 6	Introduction to Normal and Abnormal Child Behavior	Chapter 1
Sept. 9	Theories and Causes	Chapter 2
Sept. 13	Assessment, Diagnosis, and Treatment	Chapter 4
Sept. 16	Attention-Deficit/Hyperactivity Disorder (ADHD)	Chapter 5

Sept. 20	Attention-Deficit/Hyperactivity Disorder (ADHD) -VIDEO	
<b>Sept. 23</b>	<b>REVIEW FOR EXAM I - (chapters 1,2)</b>	
<b>Sept. 27</b>	<b>REVIEW FOR EXAM I- (chapters 4, 5)</b>	
<b><u>Sept. 30</u></b>	<b><u>EXAM I</u></b>	
Oct. 4	Conduct Disorder - VIDEO	Chapter 6
Oct. 7	Anxiety Disorders	Chapter 7
Oct. 11	Anxiety Disorders – VIDEO	
Oct. 14	Mood Disorders	Chapter 8
Oct. 18	Mood Disorders – VIDEO	
Oct. 21	Intellectual Disability (Mental Retardation)	Chapter 9
<b>Oct 25</b>	Intellectual Disability (Mental Retardation) *** <b><u>PAPER DUE</u></b> ***	
<b>Oct. 28</b>	<b>MIDTERM REVIEW- (chapters 6, 7)</b>	
<b>Nov. 1</b>	<b>MIDTERM REVIEW -(chapters 8, 9)</b>	
<b><u>Nov. 4</u></b>	<b><u>MIDTERM EXAM</u></b>	
Nov. 8	Autism Spectrum disorders/childhood-onset schizophrenia	Chapter 10
Nov. 11	Autism Spectrum disorders VIDEO - Mozart and the Whale	
Nov. 15	Health-Related and Substance use	Chapter 12
Nov. 18	Health-Related and Substance use -VIDEO	
<b><u>Nov. 22 – 25</u></b>	<b><u>THANKSGIVING BREAK</u></b>	
Nov. 29	Eating Disorders and Related Conditions	Chapter 13
Dec. 2	Eating Disorders and Related Conditions- video	
Dec. 6	Child Maltreatment and Non-Accidental Trauma	Chapter 14
Dec. 9	Child Maltreatment and Non-Accidental Trauma	

**Dec. 13 REVIEW FOR FINAL EXAM(chapters 10, 12)**

Dec. 14 – Dec. 15 - READING DAYS

**Dec. 16 - REVIEW FOR FINAL EXAM**

**FINAL EXAM WEEK - THURS. DEC.19- THURS. DEC.23**

**EXACT DATE AND TIME - 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 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.

**Term paper ( worth up to10pt)**

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 strongly encouraged*not mandatory – (e.g. title page and references etc).
- 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.**

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

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

- **Anxiety disorders**
  - Panic d/o
  - Panic disorder
  - Agoraphobia
  - Specific phobia
  - Separation anxiety
  - Social phobia
  - Post traumatic stress disorder
  - Obsessive compulsive disorder
- **Mood disorders**
  - Major Depression
  - Dysthymia
  - Double depression
  - Bipolar I
  - Bipolar II
  - Cyclothymia
- **Intellectual disability (MR)**
  - Fragile X
  - Downs syndrome
- **Autism spectrum disorders**
  - Classic autism
  - Asperger's syndrome
  - Rett's disorder
  - Childhood disintegrative disorder
  - Childhood-Onset schizophrenia
- **Eating disorders**
  - Pica
  - Childhood rumination disorder
  - Binge eating disorder
  - Anorexia nervosa
  - Bulimia nervosa
  - Failure to thrive
- **Substance abuse disorders**
  - Abuse,
  - Dependence

- Physical, emotional, sexual abuse, and/or 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.**

### **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 DURING EXAMS.***