

**Rutgers University**  
Course Syllabus  
**Atypical Child and Adolescent Development**  
Spring 2017

Date & Time: Mon and Wedn. 5:00 – 6:20 pm  
Location: Tillett bldg. rm 232 Livingston Campus  
Instructor: Stevie M. McKenna MA  
E-Mail: steviemc@rci.rutgers.edu  
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 progress in the understanding and treatment of children and adolescents 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 and adolescent disorders as well as the efficacy of the many current treatment modalities including pharmacological interventions.

**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.**

**Required Texts:** Understanding Abnormal Child Psychology 3<sup>rd</sup> Edition; VickeyPhares, Wiley E-Text, ISBN: 978-1-118-80462

You also have a direct to student site for your Phares book. You can visit the following URL to purchase their course materials without the bookstore markup, plus there is an even cheaper ebook option available.

<http://www.wiley.com/WileyCDA/Section/id-825595.html>

<b>Date</b>	<b>Topics</b>	<b>Assigned Chapters</b>
Jan. 18 W	Syllabus - course requirements	
Jan. 23 M	Conceptualizations of Normality and Abnormality in Children and Adolescents	Chapter 1
Jan. 25	Theories of Normality and Abnormality in Children and Adolescents	Chapter 2
Jan. 30 M	Theories of Normality and Abnormality in Children and Adolescentscontin.	Chapter 2
Feb. 1	Assessment and Therapeutic Interventions with Children and Adolescents Continued	Chapter 4
Feb. 6 M	Assessment and Therapeutic Interventions with Children and Adolescents contin.	Chapter 4
Feb. 8	Risk Factors and Issues of Prevention	Chapter 5
<b>Feb. 13 M</b>	<b>Review for Exam I – Chapter 1, 2</b>	
<b>Feb. 15</b>	<b>Review for Exam I – Chapters 4, 5</b>	
<b><u>Feb. 20 M</u></b>	<b><u>EXAM I</u></b>	
Feb. 22	Protective Factors and Issues of Prevention	Chapter 6
Feb 27 M	Depressive Disorders, Bipolar Disorders, and related Problems	Chapter 7
Mar. 1	Anxiety Disorders, Obsessive-Compulsive and Related Disorders, and Trauma and Stressor-Related Disorders and Problems continued	Chapter 8
Mar. 6 M	Anxiety Disorders, Obsessive-Compulsive and Related Disorders, and Trauma And Stressor-related Disorders and Problems <i>Guest speaker (date tentative)</i>	Chapter 8
Mar. 8	Attention Deficit/Hyperactivity Disorder and Related Problems	Chapter 9
<b><u>MARCH 11<sup>th</sup> - MARCH 19<sup>th</sup> - SPRING BREAK</u></b>		
Mar. 20 M	Alcohol and Substance Use Disorders and Related Problems	Chapter 11
Mar. 22	Alcohol and Substance Use Disorders and Problems continued <i>Guest Speaker (date tentative)</i>	

**REQUIRED PAPERS -**

**\* DUE MARCH 24<sup>th</sup> Friday - NO LATER THAN 11:30PM**

**\* SUBMIT TO ASSIGNMENTS ON SAKAI CLASS SITE.**

\* 1pt will be docked from the possible 10pt for each day late.

**Mar. 27 M Review for Exam II - Chapters 6, 7, 8**

**Mar. 29 Review for Exam II – Chapters 9, 11**

**April 3 M EXAM II**

April 5 Disruptive and Conduct Disorders and Related Problems Chapter 10

April 10 M Autism Spectrum Disorder and Schizophrenia Chapter 12

April 12 Autism Spectrum Disorder and Schizophrenia continued - Chapter 12

April 17 M Mozart and the Whale DVD

April 19 Specific Learning Disorders and Intellectual Disability Chapter 13

April 24 M Pediatric Psychology and Health Psychology for Children and Adolescents  
Chapter 14

**April 26 Review for Final Exam – Chapters – 10, 12**

**May 1 M Review for Final Exam – Chapters – 13, 14**

**May 2 and 3 - READING DAYS**

**Final exam – TBA**

**FINALS WEEK - May 4<sup>th</sup> - May 10th**

**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.

**REQUIRED PAPERS -**

\* ***DUE MARCH 24<sup>th</sup> NO LATER THAN 11:30PM***

\* ***SUBMIT TO ASSIGNMENTS ON SAKAI CLASS SITE***

**Your paper should address the following:**

- **Symptom picture** – describe the symptoms commonly seen in the disorder you have chosen to research. **Prevalence rates** – prevalence rates in the US and world. (1pts)
- **Cultural variables** – You should list a couple world 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). (1pt)
- **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? Is it mainly due to biology e.g. schizophrenia, bipolar, or is it trauma based or a combination? Is this highly genetic? E.g. Does it run in families such as depression, schizophrenia, bipolar etc? (2pt)
- **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)? (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 abate? (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)

- **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. (2pt)
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**\*\*\* 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.**
- **\*\*\* IMPORTANT \*\*\*** You will need to arrange your paper with **headings for each category** (e.g. symptoms, cultural variables, etiology, etc.) **THIS IS A MUST . No bullets.**

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

- **Anxiety disorders**
  - Panic attacks
  - Panic disorder
  - Generalized Anxiety disorder (GAD)
  - Agoraphobia
  - Specific phobia
  - Separation anxiety (SAD)
  - Social phobia / school phobia
  - Selective mutism
  - Post traumatic 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)
- Disruptive Mood Dysregulation Disorder (DMDD)
- **Intellectual disability (ID) Choose one of the following levels of ID: Mild, Moderate, Severe, Profound.**
  - Fragile X
  - Down's Syndrome
  - Prader Willi Syndrome
- **Autism spectrum disorders**
  - Classic autism
  - Asperger's syndrome
  - 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
- **Substance abuse and dependence disorders (focus should be on one specific type of substance of abuse e.g. alcohol, heroin etc.)**
  - 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 or neglect:**

- **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. The make-up exam will be a possible 8pt.**

### **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 DURING EXAMS.**

**Academic Integrity At Rutgers :**

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