

**Rutgers University**  
Course Syllabus  
**Atypical Child and Adolescent Development**  
Fall 2020 - 830:346-02

Date & Time: Asynchronous course  
Location: “  
Instructor: Stevie M. McKenna MA, PhD candidate  
E-Mail: steviemc@psych.rutgers.edu  
Office Hours: by appt. arranged via email

- This course will be **asynchronously remote** (AR) which means that for most classes we will **NOT** meet at a specific time or date online. You will pick up the narrated lecture ppt. after the dates indicated in the syllabus. The video list and articles will be found in the Resources section of the class site.
  - To retrieve the narrated ppt presentations, first go to the meetings tab on the Sakai class site then to the recordings tab. You will find ALL narrated lectures there.
  - **EXCEPTION:** The first class and the class with the guest speaker will be held **synchronously or at 5:00 pm ONLINE TBA.**
  - The initial synchronous class period arrangement is necessary to provide you with the opportunity to ask questions in real time. **Please be in attendance on Sept 1 Tues. 5pm in the meetings tab.**

**TECHNOLOGY REQUIREMENTS:**

- Please visit the Rutgers Student Tech Guide page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

**POLICY in**

- **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** for this course due to the high enrollment. Therefore, it is imperative that students complete all assigned work and exams to do well.
- **Grades bordering on any letter grade will not be bumped up.**

**List of video clips:**

**Intellectual Disability**

<https://www.youtube.com/watch?v=PEa4bs4KJx0>

**Autism**

<https://www.parkview.com/community/dashboard/making-the-rounds-autism-spectrum-disorder>

## **Mozart and the Whale**

<https://www.youtube.com/watch?v=cJcVMqKcIhc>

[https://www.youtube.com/watch?v=r4K86\\_2bWjk](https://www.youtube.com/watch?v=r4K86_2bWjk)

## **Eating Disorders – The ABC’s of Eating disorders**

<https://www.youtube.com/watch?v=QZumH40uhmk>

## **ADHD**

<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/add-adhd/what-is-adhd>

<https://www.additudemag.com/neuroscience-of-adhd-brain/>

## **ADHD – Russell Barkley**

<https://www.youtube.com/watch?v=GR1IZJXc6d8>

## **Conduct disorder**

<https://www.youtube.com/watch?v=g58qUHEq6fU>

## **Substance Use Disorder**

<https://www.drugabuse.gov/drug-topics/comorbidity/covid-19-resources>

## **Treatment - Opioid**

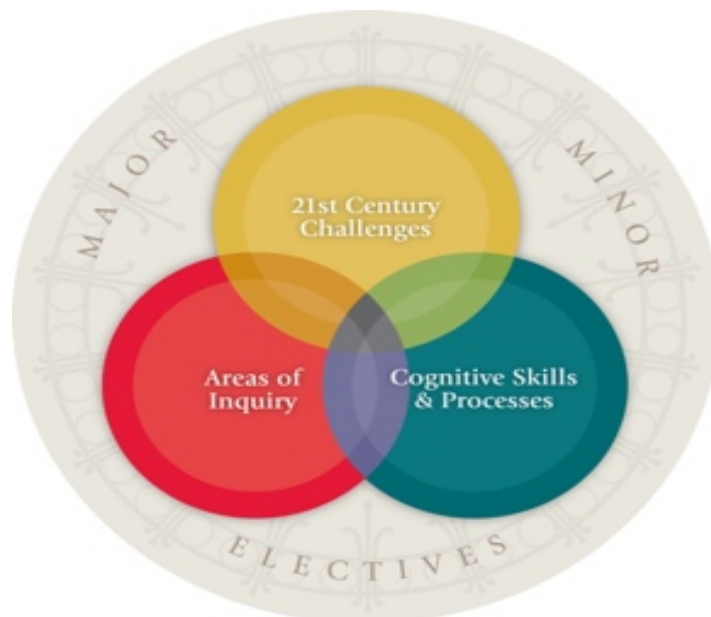
<https://www.youtube.com/watch?v=wTGTHkFYqgk>

## **Adolescent addiction**

[https://www.youtube.com/watch?v=-mUcMrzXq\\_U](https://www.youtube.com/watch?v=-mUcMrzXq_U)

## **Childhood Schizophrenia**

<https://www.youtube.com/watch?v=QpH15-NoFwI>



## **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**

(You may pick up the following virtual copy of the text through the Library Resources tab in the sakai class site)

Introduction to Abnormal Child and Adolescent Psychology 3rd Edition,  
Sage Publishing, Author: Robert Weis  
ISBN # 978-1-5063-3976-4

<b>Date</b>	<b>Topics</b>	<b>Assigned Chapters</b>
Sept. 1 Tues.	Syllabus course requirements	
Sept. 3 Thurs.	The Science and practice of Abnormal Child Psychology	Chapter 1
Sept. 8th Tues.	The Causes of Childhood Disorders: A level Analysis Approach	Chapter 2
Sept. 10	The Causes of Childhood Disorders: continued	
Sept. 15 Tues.	Assessment and Diagnosis	Chapter 3
Sept. 17	Assessment and Diagnosis contin.	Chapter 3
Sept. 22 Tues.	Treatment Children, Adolescents, and Families	Chapter 4
Sept. 24	Intellectual Disability and Developmental Disorders	Chapter 5
Sept. 29 Tues.	<b>Review for EXAM I– Chapters 1, 2, 3</b>	
Oct. 1	<b>Review for EXAM I– Chapters 4, 5</b>	
<b>Oct. 6 Tues</b>	<b>EXAM I ***</b>	
Oct. 8	Autism Spectrum Disorder	Chapter 6
Oct. 13 Tues.	Autism Spectrum Disorder contin.	
Oct. 15	Communication and Learning Disorders	Chapter 7

Oct. 20 Tues. Attention Deficit Hyperactivity Disorder ADHD Chapter 8  
Oct. 22 Attention Deficit Hyperactivity Disorder ADHD contin.  
Oct. 27 Tues. Conduct Problems in Children and Adolescents Chapter 9  
Oct. 29 Substance Use Disorders in Adolescents Chapter 10  
Nov. 3 Tues. Substance Use Disorders in Adolescents

**Guest Speaker – Jessica Bullock CEO of Life Options a substance abuse / dual diagnosis .  
(This will be a synchronous class period 5pm -6pm. Please be in attendance in the meetings tab.)**

**Nov. 5 Review for EXAM II - Chapters 6,7,8**

**Nov. 10 Tues. Review for EXAM II – Chapters 9, 10**

**Nov. 12 EXAM II \*\*\***

**Nov. 17 Tues. Anxiety disorders and Obsessive-Compulsive Disorders Chapter 11**

**Nov. 18 Wedn. ADHD controversy paper due 11:00 pm Sakai class  
site assignments tab. Post on Sakai class site assignments tab.  
(every day late minus 1 point)**

**Nov. 19 Trauma Related disorders and Child Maltreatment Chapter 12**

**Nov. 24 Tues. Depressive Disorders and Suicide Chapter 13**

**Nov. 26 THANKSGIVING**

**Dec. 1 Tues. Pediatric Bipolar Disorders and childhood-onset Schizophrenia  
Chapter 14**

**Required Clinical paper due Wedn. December 2<sup>nd</sup> 11:00pm. Post on  
Sakai class site assignments tab.  
(every day late minus 1 point)**

**Dec. 3 Feeding and Eating Disorders Chapter 15**

**Dec. 8 Tues. Review for FINAL EXAM – Chapters 11, 12, 13**

**Dec. 10 Review for FINAL EXAM – Chapters 14, 15**

Dec. 11 and 14 – Reading days

## FINAL EXAM

**December 15<sup>th</sup> at 4:00 – 7:00pm or December 20<sup>th</sup> 4- 7pm**

Test/quizzes tab on Sakai class site. **The final exam is NOT cumulative** and will be for 70min. like the previous two exams.

**Grading:** Your course grade will be based on **100 points** valued as follows:

First Exam	30 Possible Points
Midterm Exam	30 Possible Points
Final Exam	30 Possible Points
Required Clinical Paper	5 Possible Points
ADHD controversy paper	5 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.

You will *also be expected to take adequate notes on videos 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.

### **Required Clinical Paper (worth up to 10pt)**

Your term paper should explore a **childhood or adolescent** disorder originating and *expressed in childhood or adolescence.*

*I will Not be accepting:*

- *personality disorders*
  - *dissociative identity disorder*
  - *Attention deficit hyperactivity disorder ADHD*
- See list.*

**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.

**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).

AGAIN Not prevalence rates (1 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 affected in the disorder you are researching? 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 tend to run in families such as depression, schizophrenia, bipolar, anxiety, ADHD, etc? (1pts.)
- **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.  
**And 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). 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 abated? (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).  
And **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 of references but still include 8 or 9 pages of text**

***The paper should represent your best work.***

**\*\*\*Include headings for each section.\*\*\***

**\*\*\* 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)
    - Restrictive subtype
    - Binge eating/purging subtype
  - Bulimia nervosa (cover both subtypes)
    - Binge eating/purging subtype
    - Binge without compensatory behavior subtype



- **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)

Second paper **ADHD CONTROVERSY Paper** (possible 5 pts)

In this assignment you will be exercising your critical thinking as you evaluate research that supports both sides of the controversy. You will need to be objective and suspend your current ideas as you present the evidence for both sides. At the end of the paper you will present your opinion based on your research.

The debate over the possibility that children are being over diagnosed and over medicated for the diagnosis of attention deficit hyperactive disorder ADHD continues today. Based on your reading and research, present both positions backed by current research. Is it possible that physicians are seeing it more due to more information that is available on this subject? Or is it possible that physicians are caving and medicating children due to frustrated parent's concerns over a normally active child? (Please provide a reference page at the end.)

- **Introduction:** Describe the symptoms of ADHD, the subtypes, gender features, age of onset, and the history of the disorder. (1 pt)
- **Position one:** There is evidence that the diagnosis of ADHD has been over diagnosed and that physicians are relying more heavily on stimulant medications as treatment instead of differentiating the diagnosis from other possibilities and providing alternative treatment options. (1 pt)
- **Position 2:** Present medical and neurological research that supports the diagnosis of ADHD as a viable treatable diagnosis. What evidence suggests that stimulant and non-stimulant medications work well in alleviating the symptoms of ADHD? How can a stimulant calm a child and help her to focus attention if they are already hyperactive? Highlight what proposed brain structures are atrophied and what neurotransmitters may be affected. (2 pt).
- **What is your position on this subject?** Provide research as well as any possible experiences working with children with ADHD to support your position. Do you feel that what we are observing is the result of part a combination of both positions or strictly one position or the other? (1 pt)

**Turn it in** will be used for any possible plagiarism problems.

**\*\*\*Doctors notes or other specific documentation are necessary for missing exams and taking the make-up.\*\*\* The make up may differ than the exam in class.**

**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/>

**Resources for Students:**

<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

**Honor pledge:**

You will be required to sign the Rutgers Honor Pledge on every major exam, assignment, or other assessment as follows:

**On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).**