

Roosevelt University
Psychology 319-01
Child and Adolescent Psychopathology
Spring 2019

- Professor:** Dr. Steven Meyers
- Office Location:** Chicago Campus, Auditorium Building, Room 806
Phone and voicemail: 312-341-6363
- Contact Information:** E-mail: smeyers@roosevelt.edu
Text: Use the Remind app we will set up in class
Homepage: <https://blogs.roosevelt.edu/smeyers/>
- Class Meetings:** Chicago Campus, Wabash Building, Room 611: Tuesdays, 2:00 – 4:30 pm
- Office Hours:** Tuesdays, 12:30 – 2:00 pm and 4:30 – 5:30 pm. Appointments also available during the day on Thursdays and Fridays.
- Teaching Assistant:** McKenna O’Shea (Email: moshea@mail.roosevelt.edu)
- Required Texts:** Books can be purchased at the Roosevelt University bookstore or at a discount through Amazon at the links below.
- Wilmshurst, L. (2015). *Essentials of child and adolescent psychopathology* (2nd ed.). Hoboken, NJ: Wiley. ISBN: 978-1-118-84019-1. Amazon: <https://amzn.to/2CGMXhs>
- Bloomquist, M. L. (2013). *Skills training for struggling kids: Promoting your child’s behavioral, emotional, academic, and social development*. New York: Guilford. ISBN: 978-1-60918-170-3. Amazon: <https://amzn.to/2BTwYlp>
- Brodey, D. (2007). *The elephant in the playroom: Ordinary parents write intimately and honestly about raising children with special needs*. New York: Plume. ISBN: 978-0-452-28908-6. Amazon: <https://amzn.to/2CJk4S5>
- Kearney, C. A. (2017). *Casebook in child behavior disorders* (6th ed.). Boston, MA: Cengage. ISBN: 978-1-305-65296-5. Amazon: <https://amzn.to/2VmddFh>
- In addition, you will need to download readings from the Blackboard class site at <https://roosevelt.blackboard.com> where indicated below.

Course Prerequisites:

Three previous courses (9 semester credit hours) in psychology, including prior completion of Introductory Psychology. This class counts towards the Concentration in Child and Family Studies.

Course Overview:

This three-credit course will focus on the major forms of abnormal behavior in childhood and adolescence. We begin by discussing different theoretical frameworks that mental health professionals use to understand and address children's psychological problems. We then turn our attention to specific psychological disorders to learn their defining symptoms, likely causes, and how psychotherapists assess and provide treatment for each. These include disorders of behavior (e.g., ADHD), emotional disorders (e.g., anxiety and depression), developmental disorders (e.g., autism), and problems related to stress and trauma.

We will use first-person accounts and case examples to enhance your understanding of these children's experiences. This class emphasizes active learning; you will be participating in many in-class discussions and will analyze problems related to child clinical psychology. At the end of this course, you should be able to:

- a. Identify and categorize different types of childhood psychological disorders.
- b. Apply different theories to explain the causes of child psychopathology and to describe how these approaches guide treatment.
- c. Integrate related research and use critical thinking skills to analyze issues pertaining to children with emotional and behavioral problems.
- d. Demonstrate empathy towards children and families who experience mental health challenges.

These objectives connect with the university's overall learning goals for students, which are (a) effective communication, (b) knowledge of discipline-focused content, and (c) an awareness of social justice and engagement in civic life. This course also addresses three of the four overarching goals developed by Roosevelt University's Department of Psychology for our undergraduate students:

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice.

In particular, you will learn core concepts within abnormal child psychology (Goal 1), develop critical thinking skills to examine claims about children who experience psychological disorders (Goal 3), and apply skills and techniques derived from psychology to case studies that we will examine (Goal 4).

Finally, this course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA

College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn about the challenges that frequently disenfranchised children with mental illness experience and how to assist them.

Course Requirements:

1. Class participation exercises

Class sessions will consist of lectures, discussions, and problem-based learning activities. Because of the interactive nature of this course, it is expected and very important for you to attend and participate each week.

Your class participation will be evaluated by the completion of group-based written exercises during all class sessions. Each exercise is worth 2 points, and will be graded as *excellent*/"A" (2 points), *good*/"B" (1.75 points), *adequate*/"C" (1.5 points), *inadequate*/"D" (1 point), or *absent/not submitted*/"F" (0 points). You must be present in the room and actively contributing to your group's work for the entire time to earn this credit. These exercises will account for 26% of your final grade. There will be 14 exercises, which will allow you to potentially accumulate as many as 28 points. This means that there are two extra credit points for participation. This allows you to be absent for one class without any penalty, or apply the extra two points as a bonus towards your final grade if you have attended all class meetings (which I recommend!).

2. Reading worksheets

Readings provide a main source of the material for class. To promote the quality of discussions and exercises, you are expected to complete all readings by the date for which they are assigned rather than after that class. It will also be helpful for you to organize the material before we apply and discuss these concepts during our meetings. To guide this work, you will complete a reading worksheet before each session. You can find the organizing questions for each session's set of readings on Blackboard.

Follow these steps to see the particular questions for each week. Go to <https://roosevelt.blackboard.com> and select PSYC 319 from your list of courses. Click on the "Submit Reading Worksheets" link located on the main menu to locate the correct week and see the questions listed for you to answer. Cut-and-paste these questions into an MS Word file, and then type your answers underneath each one in your document. The minimum length for your Reading Worksheet is 250 words (excluding the question prompts). This is not the maximum length; you can provide more detailed responses.

When you are finished, you will submit your reading worksheet through Blackboard before the beginning of class. In this same area, (a) click on the underlined title of the assignment (e.g., Session 2 Worksheet); (b) click the "Browse My Computer" button to navigate your desktop or flash drive to retrieve your file; and (c) click "Submit" to send the file. Be sure to double check that your attachment was submitted in this area afterwards and verify that you attached the correct document. If you would like additional assistance with Blackboard, see the tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>.

You will want to be able to access your worksheet during the class session (either as a print or electronic copy) as well.

Reading worksheets are due by 2:00 pm on all class sessions that have them assigned and will **not** be accepted afterwards. Do not wait until immediately before class to complete them. Each submission will be graded as *very good* (1.0 point), *good* (0.75), *minimally adequate* (0.5 point), or *inadequate/not turned in* (0 points). You may submit your reading worksheet before class even if you will be absent. The 12 reading worksheets will account for 12% of your final course grade.

3. Quizzes

There will be three take-home quizzes for this course in which you will refer to your class notes and the readings. These quizzes must be completed *individually* and will consist of several essay questions designed to help you integrate and apply the material presented in case studies. The quizzes will be available through Blackboard eight days prior to their due date.

You need to submit your quizzes through Blackboard. Follow these steps when you are done: (a) go to <https://roosevelt.blackboard.com> and select PSYC 319 from your list of courses; (b) click on the "Submit Quizzes or Book Analysis" link located on the main menu to locate the correct assignment link; (c) click on the underlined View/Complete link underneath the assignment (e.g., Quiz 1); and (d) complete the requested fields in the TurnItIn area and upload your file. See the Blackboard tutorials link above if needed. Be sure to double check that your attachment was submitted afterwards and verify that you attached the correct document. The quizzes and the book analysis (see below) are analyzed using plagiarism detection software.

As designated on the course calendar, quizzes will be due on February 26, April 2, and April 30 by the start of class at 2:00 pm. They must be typewritten (double-spaced with one-inch margins) using MS Word (.docx format).

The three take-home quizzes will account for 46% of your final course grade. Quiz 1 is worth 16 points, Quiz 2 is worth 15 points, and Quiz 3 counts for 15 points. Late quizzes will be accepted but penalized at a rate of 1 point per day for nine days after their due date. Deductions are calculated starting at 2:00 pm each day and include weekends.

4. Book analysis

One of the books for this class – *The Elephant in the Playroom* – presents poignant first-hand accounts of parents whose children have been diagnosed with a range of disorders. You will have read a portion of this book as part of the assigned weekly readings, but there are additional stories about parents of children with developmental and psychological problems to also read before the end of the semester for this paper. I will provide you with a series of questions about the families in this book that will allow you to integrate and analyze themes that cut across the individual cases.

This book analysis will have a minimum required length of 6 double-spaced, typewritten pages in an MS Word document. It is worth 16 points, or 16% of your final course grade. Submit your paper through Blackboard before 2:00 pm on May 7 during finals week using the "Submit Quizzes or Book Analysis" link (see instructions above and the Blackboard tutorials link if needed). Late book analyses will be accepted but penalized at a rate of 1 point per day for one additional week. Deductions are calculated starting at 2:00 pm each day and include weekends.

Base Groups:

Base groups are long-term cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance they need to make academic progress. Base groups personalize the work required and the learning experience. During this course you will be part of a base group consisting of four or five participants. These base groups may change during the course. The members of your base group should exchange contact information to facilitate communication.

Base groups are available to support individual group members. If a group member arrives late, or must leave early on occasion, the group can provide information about what that student missed. Questions regarding course assignments and class sessions may be addressed in the base group; however, clarification is always available from the instructor.

All members are expected to contribute actively to the class discussions, strive to maintain effective working relationships with other participants, complete all assignments, assist group members in completing assignments as necessary, and express their ideas in discussion.

Computation of Grades:

Your assignment grades will be posted under “My Grades” at Blackboard, which will allow you track your course progress and performance.

Scores from each component of the class (class participation exercises, reading worksheets, quizzes, and book analysis) will be added together for a maximum of 100 points before extra credit is applied. “A point is a point” regardless of the assignment in this grading system. For instance, receiving two additional points on a quiz would completely offset the effect of not receiving two points on a class participation exercise. Monitor how your overall grade changes throughout the semester by looking at the “Total” column on the Blackboard site. No weighting or curving is used.

Numerical grades will be converted to final letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores. For example, a final score of 89.99 will translate into a “B+” for the course. There will not be an opportunity to earn any additional points after the end of the semester.

Grade	Point Range	Grade	Point Range	Grade	Point Range
A	93.00 – 100+	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

Incomplete and Withdrawal Policies:

Incompletes. I strictly follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling and documented reason why the work cannot be completed within the regular timeframe.

Withdrawals. The final date for an official withdrawal from this class (meaning a “W” would appear on your transcript) is March 29. In order to withdraw after the official withdrawal date, you must petition for a late withdraw with Office of the Registrar. Petitions are granted only for non-academic reasons after the deadline. You should consult your academic advisor if you are considering withdrawing from a course. If you receive financial aid, also check with your financial aid counselor to assure that aid isn’t affected by withdrawing from a class. The complete withdrawal policy is here: <https://www.roosevelt.edu/current-students/academics/register-classes>.

Late and Make Up Work Policy:

In the absence of a documented, legitimate reason for missing an assignment, a grade of **F** will be assigned for that work that is not submitted. Credit for participation exercises cannot be made up, due to the nature of this element of the course. Only quizzes and the book analysis can be submitted late through Blackboard, but will be penalized according to the descriptions above. These assignments also have a final date for late consideration, after which the penalties result in a failing grade.

Electronics Policy and Communication:

It is easy to take notes by hand in PSYC 319 because each lesson will involve a relatively small number of slides. Because of this, students are **not** permitted to use laptop computers in class (unless they have a documented reason, like a learning disability). This policy helps students because it reduces distractions and writing notes helps you retain information better than typing. We may occasionally use your smart phones as “clickers” for class activities. You are allowed to use phones for this purpose, but avoid texting or using the Internet on your phones for other reasons. Be sure that your cell phone is set on vibrate at the start of every class.

I also use the Remind app for texts and announcements delivered to your phone for this class. You can use this to text me as well. Be sure to download the mobile app for your iPhone or Android device. Verizon customers need to use the app to receive notifications, but others can just text the message @psyc319 to the number [81010](tel:81010) to receive these helpful reminders, advice, and announcements.

Communication regarding the course will be sent to students’ university email addresses (@mail.roosevelt.edu). Students are encouraged to check their @mail.roosevelt.edu on a daily basis. Students are welcome to forward their university email account (i.e., forward to Gmail account) to ensure receipt of important university and class communications.

Religious Holidays

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Academic Dishonesty:

For the Academic Integrity Policy on issues such as plagiarism, repurposing, cheating and other forms of academic dishonesty please see the University's policies page, which is available at:

www.roosevelt.edu/policies. Additional guidelines for avoiding plagiarism are available here: **<https://www.roosevelt.edu/current-students/academics/academic-integrity>**.

Ignorance of standards will not be accepted as an excuse. Students must guard against all forms of plagiarism. Students found guilty of academic dishonesty may receive an **F** for the assignment, and their names will be forwarded to the Student Services office. Receiving an **F** for the assignment does not preclude imposition of other penalties by the University, including dismissal.

Disability Services:

Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found in the following link: **<https://www.roosevelt.edu/current-students/get-help/learning-commons/disability-services>**. If you have a condition or disability that requires reasonable accommodation, please alert the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation. The Academic Success Center is located in AUD 1050 (inside the Library) in Chicago, and the phone number is 312-341-3811. In Schaumburg, the office is in Room 125, and the phone number is 847-619-7978. You can also reach the ASC by emailing academicsuccess@roosevelt.edu.

Title IX:

Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are mandated reporters of incidents involving sexual or gender-based violence or harassment. The complete policy can be found here: **<https://www.roosevelt.edu/title-ix>**

Disclosures made to faculty or teaching assistants (TAs) about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus must be forwarded to the Title IX Coordinator. The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are confidential advisors on campus who are not mandated reporters. They are: LaDonna Long, 312-244-0426 – Confidential Advisor (available via phone all hours); Toyia Stewart - Deputy Coordinator, 312-341-6756; Alice Jones - Title IX Coordinator, 312-341-2045. The Counseling Center (AUD 470, Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until late in the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, text, or e-mail.

There are university resources that you can access that also provide help. These include the Learning Commons in the AUD Library on the 10th floor (<https://www.roosevelt.edu/current-students/support-services/learning-commons>; 312-341-3732; email: learningcommons@roosevelt.edu), which provides assistance with writing, tutoring, and peer mentoring. There is also the Counseling Center (AUD 470, SCH Room 114; 312-341-3548; <https://www.roosevelt.edu/current-students/get-help/counseling-center>).

Please be aware that we address some potentially sensitive and difficult issues in this class. These are related to particular course topics, such as child abuse. Please let me know if any topic, assignment, or discussion makes you feel uneasy in this regard as soon as you can; I will see if I can make modifications.

In addition, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct, <https://www.roosevelt.edu/current-students/get-help/complaint/conflict-resolution>.

If you have any questions about specific course policies or course content, please outreach me at any time. I am always happy to help. More information about Roosevelt's university-wide scholastic policies is available in the Undergraduate Catalog: <https://catalog.roosevelt.edu/undergraduate/>

Finally, I reserve the right to change the syllabus as the semester progresses. This may include updating information as needed, or making minor modifications to course requirements due to unanticipated circumstances.

CALENDAR AND READING LIST
Semester dates: January 22 to May 13, 2019

Week 1: Tuesday, January 22, 2019

Topic: COURSE INTRODUCTION

Readings: No readings.

Week 2: Tuesday, January 29, 2019

Topic: DEVELOPMENTAL PSYCHOPATHOLOGY AND THE BIOPSYCHOSOCIAL MODEL

Readings: Wilmshurst, Chapters 1 and 14.
Brodey, pp. 63-68.

Week 3: Tuesday, February 5, 2019

Topic: RELATIONAL/PSYCHODYNAMIC PERSPECTIVES AND TREATMENT APPROACHES

Readings: Shapiro, J. P. (2015). *Child and adolescent therapy: Science and art* (2nd ed). Hoboken, NJ: Wiley. Chapter 5 (pp. 149-161). **Download on Blackboard; see Syllabus, Readings, and Docs area**

Webb, N. B., & Baggerly, J. (2015). Play therapy to help symptomatic children and adolescents after crisis and trauma. In N. B. Webb (Ed.), *Play therapy with children and adolescents in crisis* (4th ed., pp. 50-75). New York: Guilford. **Download on Blackboard; see Syllabus, Readings, and Docs area**

Week 4: Tuesday, February 12, 2019

Topic: BEHAVIORAL/PARENTING PERSPECTIVES AND TREATMENT APPROACHES

Readings: Bloomquist, Chapters 4, 5, 6, 7, 15, and 18.
Brodey, pp. 1-9, 27-30, 60-62, 76-79, and 227-230.

Week 5: Tuesday, February 19, 2019

Topic: COGNITIVE/SKILLS PERSPECTIVES AND TREATMENT APPROACHES

Readings: Bloomquist, Chapters 8, 9, 12, 13, 14, and 17.

Note: *Quiz 1 will be available for you to download on Blackboard on February 18.*

Week 6: Tuesday, February 26, 2019

Topic: ASSESSMENT OF CHILD PSYCHOPATHOLOGY AND CLINICAL DECISION MAKING

Readings: Wilmshurst, Chapter 3.
Handouts to download and read before class on **Blackboard in the Syllabus, Readings, and Docs area**

Note: *Quiz 1 is due. Submit it through Blackboard before the start of class.*

Week 7: Tuesday, March 5, 2019

Topic: AUTISM AND DEVELOPMENTAL DISABILITIES

Readings: Wilmshurst, Chapter 4 and pp. 69-71.
Kearney, Chapter 11.
Brodey, pp. 15-19, 73-75, 85-88, 115-119, 127-133, and 205-210.

Week 8: Tuesday, March 19, 2019

Topic: ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

Readings: Wilmshurst, Chapter 5.
Kearney, Chapter 6.
Brodey, pp. 149-153 and 164-167.

Week 9: Tuesday, March 26, 2019

Topic: DISRUPTIVE BEHAVIOR DISORDERS

Readings: Wilmshurst, Chapter 10 and pp. 211-212.
Kearney, Chapters 8 and 10.
Brodey, pp. 94-99.

Note: *Quiz 2 will be available for you to download on Blackboard on March 25.*

Week 10: Tuesday, April 2, 2019

Topic: ANXIETY DISORDERS

Readings: Wilmshurst, Chapter 7 and pp. 137-142.
Kearney, Chapter 2.

Note: *Quiz 2 is due. Submit it through Blackboard before the start of class.*

Week 11: Tuesday, April 9, 2019

- Topic: MOOD DISORDERS
- Readings: Wilmshurst, Chapter 8.
Kearney, Chapter 3.
Brodey, pp. 100-104 and 158-163.

Week 12: Tuesday, April 16, 2019

- Topic: EATING DISORDERS
- Readings: Wilmshurst, Chapter 11.
Kearney, Chapter 5.

Week 13: Tuesday, April 23, 2019

- Topic: CHILD MALTREATMENT, TRAUMA, AND STRESS RELATED DISORDERS
- Readings: Wilmshurst, Chapter 13.
Kearney, Chapter 13.
- Note: *Quiz 3 will be available for you to download on Blackboard on April 22.*

Week 14: Tuesday, April 30, 2019

- Topic: COURSE CONCLUSIONS AND RELATED CAREERS
- Readings: No readings.
- Note: *We will meet for the entire class period. No reading worksheet.*
Quiz 3 is due. Submit it through Blackboard before the start of class.

Finals Week: Tuesday, May 7, 2019

- Note: *Book analysis is due. Submit it through Blackboard before 2:00 pm on May 7.*
No class meeting or final exam.