

**COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
PSYC 8200
CHILD AND ADOLESCENT PSYCHOPATHOLOGY
3 HOURS**

REQUIRED TEXTBOOK(S)

Marsh, E. J., & Wolfe, D. A. (1999). Abnormal Child Psychology. Belmont, CA: Wadsworth Publishing Company.

Jongsma, Jr., A. E., Peterson, L. M., McInnis, W. P. (1996). The child and adolescent psychotherapy treatment planner. New York, NY: John Wiley & Sons.

OPTIONAL

American Psychiatric Association. Diagnostic and statistical manual of mental disorders (4th Ed.).
Washington, DC: Author.

COURSE DESCRIPTION

Prerequisite: PSYC 7200. An intensive study of formal psychopathology classification systems of infants, children, and adolescents with emphasis on multivariate or empirical approaches, medical models, and an integration of both. The course is designed to familiarize students with evolving information such as criteria, co-morbidity rates, and differential issues accrued from the current Diagnostic and Statistical Manual, developmental psychopathology literature, and research related to public laws governing special education. Case studies will be used to illustrate diagnostic issues.

COLLEGE OF EDUCATION GRADUATE CONCEPTUAL FRAMEWORK PRINCIPLES

Proposition 1: Graduates are committed to their roles as helping professionals.

Proposition 2: Graduates are capable of excellence in their professional practice.

Proposition 3: Graduates think systematically about their practice, use research, and contribute to the knowledge base.

Proposition 4: Graduates are members of learning communities.

COURSE OBJECTIVES

Relevant School Psychology Outcomes

1. employ current technologies to evaluate research and professional practice (COE2,3,4);
2. interpersonal and communication skills with a basic understanding and sensitivity to the uniqueness of clients with different heredity potentials, handicaps, sociocultural backgrounds, and levels of motivation (COE-1,2,4);

3. use of relevant diagnostic, educational (i.e., IDEA and Section 504), and DSM criteria as well as co-morbidity rates related to families, children, and adolescents served in many educational settings with various curricula (C OE- 1 -4);
4. an understanding of the major roles of the interdisciplinary team and other school personnel as they develop and maintain collaborative and cooperative relationships with school personnel, as well as, parents, and outside service agencies (COE-1,2,4).

Relevant Clinical/Counseling Outcomes

1. knowledge of DSM diagnostic criteria, skill at applying diagnostic techniques appropriately, and awareness of issues relevant to specific diagnostic categories;
2. appropriate use of interventions at the individual and systems levels;
3. the integration of information from several sources in the writing of assessment reports and intervention notes and plans;
4. skill in conducting interviews in several formats, including intake, diagnostic, crisis, and termination;
5. awareness of the needs of culturally diverse clientele;
6. ethical decision-making and resolution of moral dilemmas.

Specific Course Objectives

1. describe the history and evolution of the study of child and adolescent psychopathology;
2. describe the theories and causes of abnormal development;
3. develop skills to conceptualize child and adolescent problems and develop appropriate treatment plans;
4. differentiate selected symptoms, etiological factors, comorbidities, and demographic trends of selected types of psychological disorders of childhood and adolescence;
5. mention empirically validated interventions, treatment methods, and therapeutic modalities suitable for selected psychological disorders of childhood and adolescence;
6. delineate relevant historical information that will assist in differential diagnosis and treatment planning;
7. integrate data collected from multiple sources across multiple settings and report findings in oral and written formats with graduate-level professional standards of presentation format, spelling and grammar;
8. ensure written and oral diagnostic information substantiates an appropriate multiaxial diagnosis as well as pertinent, ordered, and achievable recommendations.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1 .Presentation Topics:

- a. Introduction to Abnormal Psychology
- b. Theories and Causes of Abnormal Development
- c. Research Strategies in Abnormal Child Psychology
- d. Clinical Issues: Assessment, Diagnosis, Treatment, and Outcome
- e. Treatment Planning and Patient Impairment Profiling
- f. Developmental and Learning Disorders
- g. Biological Perspective/Disorders
- h. Psychological Perspective/Disorders
- ◆◆◆◆◆◆◆◆ i. Behavioral Perspective/Disorders j. Problems Related to Physical and Mental Health
- k. Systems of Care

2. Weekly quizzes, beginning in week three, will consist of 10-20 multiple-choice items sampling mastery of assigned readings and lectures. All quizzes must be taken.

3. Case studies will be used as homework assignments and class discussions. Each student will be required to produce two treatment plans using a predetermined format for children, adolescents and families portrayed. For each plan, the student will be required to present a 15-minute Power Point presentation of the case. Hard copies of each case will be made for all class members and instructor.

4. Participation is self-explanatory and expectations are that each student is attending, respectful, inquisitive and introspective.

COURSE EVALUATION

- 1. Each quiz will be scored on a 100-point scale. The lowest two quizzes will be dropped.
- 2. Each treatment planning/presentation will be scored on the basis of 100 points (200 point total).
- 3. Class participation will be worth 50 points.

Grade Criterion/Percent of Total Points:

- >90% points= A
- 80-89% points= B
- 70-79% points= C
- 60-69% points= D
- >69% points= F

ATTENDANCE POLICY

Consistent with VSU policies, attendance is mandatory; class participation is also essential. Your grade will be affected by both.

INSTRUCTOR

Kerry T. Hinkle, Ph.D.

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Office Hours: TBA

Phone (912) 333-5615

Email kthinkle@valdosta.edu

SPECIAL NEEDS STATEMENT

VSU, in accordance with the Americans with Disabilities Act, will make accommodations for students who require special assistance because of a disability. If you require some assistance, do not hesitate to make me aware of your situation, but you must also register with the Special Services Program in Nevins Hall, room 226-A, or call 245-2498.