

SPRING 2012
CLINICAL CHILD PSYCHOLOGY
PSYCH 460 SECTION 2

Professor:	Deirdre Radosevich, Ph.D.
Class Time:	Wed 5:15-8:15pm
Class Location:	MAC 111
Office Location:	MAC C314
Office Hours:	Wednesday: 12:30 to 4pm, Thursday 10am to 12pm, and by appointment
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COURSE DESCRIPTION:

This course aims to teach students about the major aspects of abnormal behaviors in childhood and adolescents from a developmental psychopathology perspective. Students will learn how to conceptualize child clinical cases by understanding developmental risk factors, biological underpinnings of the disorders, and overall progression of the disorder. We will be discussing the following categorizations of child and adolescent psychopathology: externalizing behavioral disorders (ADHD, ODD, CD), emotional disorders (anxiety and depression), intellectual/academic and developmental difficulties (learning disorders, autism spectrum, and mental retardation), and environmental and physical problems (eating disorders, child abuse/neglect, and substance abuse). Case studies will be used in order to enhance students understanding and conceptualization of clinical disorders. In addition, we will discuss the difference between evidence based treatments vs. evidence based practice and the rationale for using such treatments.

COURSE OBJECTIVES:

- Identify and conceptualize different types of childhood abnormal behavior.
- Discuss treatment and assessment methods used to diagnose childhood disorders
- Discuss how culture and history have shaped and defined abnormal behavior.
- Apply different theories to explain the causes of child psychopathology.
- Critically evaluate theoretical models of child abnormal behavior.
- Integrate existing research to analyze issues pertaining to children with emotional or behavioral problems.
- Demonstrate empathy towards children who experience challenges.

PSYCHOLOGY DEPARTMENT LEARNING OUTCOMES

- Knowledge Base of Psychology - Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 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.
- Application of Psychology - Students will understand and apply psychological principles to personal, social, and organizational issues.
- Values in Psychology - Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

D2L INFORMATION:

Class syllabus, notes, and other materials will be available at D2L.

- If you have trouble using D2L, please seek support info at (<https://www.uwgb.edu/learntech/D2L/students.htm>).
- It is expected that you visit D2L to get lecture notes and read any announcements prior to each session.
 1. Log on at: <http://www.uwgb.edu/learntech/d2l/>
 2. Your username and password are the same as what you use to log on to your UWGB e-mail.
 3. You will be directed to a page that includes the header, "My Green Bay courses." Click on this particular course title and you'll be taken to our course site.

COURSE POLICIES:

- **Attendance:** There will not be formal attendance taken at class meetings; however, we will have several in-class activities that you will not have the opportunity to make up if you are not in class. Therefore, it is highly recommended that you attend all class sessions. Some exam questions will come from material covered in lecture that is not covered in the book, so your attendance in class will likely increase your test performance. If for some reason you miss class, ***it is your responsibility to obtain missed lecture materials from other students.***
- **Syllabus:** While every attempt is made to include all course information on this syllabus, *some changes may be necessary. Any changes will be announced in-class.* Students are responsible for abiding by the terms contained in this syllabus. It is recommended that you keep the syllabus with your class materials and bring it to each class.
- **Exams:** No notebooks, textbooks, calculators, phones, or computers of any kind are allowed during exams. The exams will not be cumulative. Any collaboration on exam materials will result in an automatic zero on the test.
- **Make-up Exams:** There will be no make-up exams unless the student notifies the professor before the exam is actually administered and the absence is excused for a valid reason (e.g., illness with a physician's note, death in the immediate family, religious observance). The format of the make-up exam is at the discretion of the instructor. There will be no make-up opportunities for pre-reading exams.
- **Cell Phones, & Other Technology:** Please turn off all electronic devices before you come into class.
- **Email & D2L Accounts:** All students should check their UWGB email account and D2L before each class for announcements. In addition, please allow 24-48 hours for me to return your email.
- **Laptops:** Laptops will be permitted as long as this privilege is not abused. Specifically, you should not be on Facebook or surfing the web during class. If you are unable to follow this request, laptop privileges may be banned from class.

ACADEMIC INTEGRITY:

The highest ethical standards are expected in class. You are expected to conduct themselves not only in an ethical manner, but also as professional, mature individuals. Any form of disrespect whether it is among students or between students and faculty will not be tolerated. Any determined or suspected dishonesty will result in a "0" for the assignment or test and will be referred to the University for disciplinary action. ***Cheating includes both receiving and giving answers/help to questions on the test.*** For tests, there will be no electronic devices (i.e., cell phones, etc.) or any wandering eyes. Remember that whatever possible small gain you may get from cheating will not outweigh the potential harm from getting caught. Also, it is unethical to ask for any unfair advantage in grading, such as:

- Tell the instructor that you "need" a certain grade (you must earn it)
- Request extra assignments for the purpose of raising your grade

- Ask that the grade be raised because it is very close to the next higher grade
- Ask that the grade be raised because you did well on one part of the course
- Request a higher grade because you don't like the grading scheme
- Ask to turn in an assignment late – even a few minutes late
- Ask to be treated better than other students by making an exception to these rules
- Plagiarize any of your work. The following lists the penalties for plagiarism at UWGB:
http://www.uwgb.edu/deanofstudents/policies_procedures/students/pdfs/uws014.pdf

LATE POLICY :

Assignments are due at the beginning of class unless otherwise noted. Late work will be penalized by dropping to the next letter grade (e.g., from a B to a BC) per day after the due date. Quizzes need to be completed on the due date.

MY EXPECTATIONS:

- Be prompt and regular in attending classes;
- Be well prepared for classes;
- Submit required assignments in a timely manner;
- Take exams when scheduled;
- Act in a respectful manner toward other students and the instructor and in way that does not detract from the learning experience
- Make and keep appointments when necessary to meet with the instructor.
- Refrain from text messaging during class
- Refer to syllabus and updates on D2L prior to emailing me

REQUIRED TEXTBOOKS:

Mash, E. J., & Wolfe, D. A. (2009) *Abnormal Child Psychology* (3rd ed.). Belmont, CA: Thomson Wadsworth.

GRADING AND EVALUATION:

GRADED ITEM	POINTS
Reading Quizzes	130
Midterm – Case Conceptualization	100
Final – Case Conceptualization	100
In-Class Assignments	70
Total	400

FINAL PERCENTAGE	FINAL GRADE
93.00% – 100%	A
88.00% – 92.99%	A/B
83.00% – 87.99%	B
78.00% – 82.99%	B/C
73.00% – 77.99%	C
68.00% – 72.99%	C/D
60.00% – 67.99%	D
59.99% - 0%	F

ASSIGNMENTS

READING QUIZZES

The purpose of this assessment is to ensure that you are remaining on task and understanding your reading assignments. You will be required to complete a quiz each week to assess your knowledge of the readings. You will need to take the D2L exam prior to the beginning of class. The quiz will automatically close at the beginning of class. The questions will be based on your Mash & Wolfe text. Please note that the D2L exam is time limited, thus it is important that you review the material prior to taking the exam. Please be sure to take the correct exam that corresponds to your course section.

IN-CLASS ASSIGNMENTS

There will be various in-class assignments throughout the semester developed to help you better understand psychiatric disorders and case conceptualization. ***If you are not in class on the day of an assignment, you will be unable to make up the assignment.***

CASE STUDY CONCEPTUALIZATIONS (MIDTERM & FINAL- TAKE HOME)

You will be given at least two case studies depicting a child experiencing one or more DSM-IV disorders. Your assignment is to engage in a multiaxial assessment (Axis I, Axis II, Axis III, Axis IV, & Axis V). That is, you will be classifying the client's symptoms on the five different axes. A hand out on multiaxial assessment will be posted on D2L. In addition to your multiaxial assessment, you will also need to provide evidence that supports your diagnosis (i.e., more than a sentence or two about the diagnosis). You should ***provide ample evidence*** that supports your diagnosis. Remember this will not be a clear one sentence response. Your grade will be based on accuracy in diagnosis and evidence to support the diagnosis. The mid-term and final will be due in the drop box by the beginning of class on the date it is due.

TENTATIVE CLASS SCHEDULE (*we will make adjustments as necessary*):

WEEK	DATE	TOPIC	NOTE
WEEK 1	Jan 25 th	Introduction	
WEEK 2	Feb 1 st	Chapter 1 – Introduction to Normal and Abnormal in Children & Adolescents	D2L – Reading Quiz (Chapter 1)
WEEK 3	Feb 8 th	Chapter 2 – Theories and Causes	D2L – Reading Quiz (Chapter 2)
WEEK 4	Feb 15 th	Chapter 4 – Assessment & Diagnosis	D2L – Reading Quiz (Chapter 4)
WEEK 5	Feb 22 nd	Chapter 5 – ADHD	D2L Reading Quiz (Chapter 5)
WEEK 6	Feb. 29 th †	Chapter 6 – ODD/Conduct problems	D2L Reading Quiz (Chapter 6)
WEEK 7	March 7 th	Chapter 7 – Anxiety	Case Study Posted on D2L D2L Reading Quiz (Chapter 7)
WEEK 8	March 14 th	Spring Break	
WEEK 9	March 21 st	Chapter 8 – Mood Disorders	D2L Reading Quiz (Chapter 8) Midterm Due
WEEK 10	March 28 th	Chapter 9 – Intellectual Disability	D2L Reading Quiz (Chapter 9)
WEEK 11	April 4 th	Chapter 10 – Autism	D2L Reading Quiz (Chapter 10)
WEEK 12	April 11 th	Chapter 11 – Communication & Learning Disorders	D2L Reading Quiz (Chapter 11)
WEEK 13	April 18 th	Chapter 12 – Health Related & Substance Use	D2L Reading Quiz (Chapter 12)
WEEK 14	April 25 th	Chapter 13 – Eating Disorders	D2L Reading Quiz (Chapter 13) Final posted on D2L
WEEK 15	May 2 nd	Chapter 14 – Child Maltreatment and Abuse	D2L Reading Quiz (Chapter 14)
FINALS	May 9 th , 6-8pm	Final Exam – Due	