PURPOSE: This course will present to the student a balanced overview of topics concerned with problem behavior of children and adolescents of diverse cultures and in diverse contexts. There is no single ideological view espoused, but an emphasis is placed upon descriptive and data based knowledge. Students are encouraged to be especially alert to those procedures that are based upon empirical knowledge. This course is one of two concerned with psychopathology. Although interventions will be discussed, the primary emphases throughout the course are on conceptual issues, systemic contributors, and maintenance variables.

OBJECTIVES: The student will know about:
1. A decision system for assessing problem behavior
2. Methods for collecting information about children and families
3. Evaluative criteria for assessing normal child behavior
4. The infant, child, and adolescent sections of the DSM-IV
5. Diagnostic and treatment issues for the following:
   A. Affective disorders
   B. Anxiety disorders, including OCD
   C. ADHD
   D. Children coping with familial disruption and medical problems
   E. Children coping with violence
   F. Disruptive behavior disorders
   G. Learning disabilities
   H. Mental retardation
   I. Pervasive developmental disorders
   J. Tourette’s syndrome
   K. Eating and weight problems
6. Political, cultural, and ethnic issues that influence decisions about assessing and treating children and adolescents.
7. Distinguishing typical development from psychopathology in children

Grading:
Your grade will be based on the following elements:
1. 45% Homework Assignments
2. 20% In-class Presentation
3. 30% Take Home Final: Due by 5 PM on Friday, 5/1 (Sakai).
4. 5% Attendance and class participation.
We will use Sakai to post the syllabus, readings and class materials and to distribute information. To access the site:

1. Login with your NetID at: http://sakai.rutgers.edu/
2. Click tab for 18:821:555 (Child Psychopathology)
3. If you do not see the tab, follow the directions for “Join a Class Worksite” posted on Sakai.
4. Post any general questions (e.g., about assignments; content-related) to the “Questions” or “Discussions” links on the “Discussions” tab.
5. You can email Private Messages here too by clicking the little icon for “Private Messages.”
6. To upload assignments, go to the ASSIGNMENTS link and upload on the same page where the assignment is assigned.

Required Texts/Readings:


Additional readings are assigned during selected weeks (see below). All readings that can be uploaded to Sakai will be uploaded and will be available to you there.

**Course Outline**

**January 20**
**Introduction & Core Framework**
A. Overview of course, assignments & text
B. Developmental psychopathology framework
C. Select panels for topics

**D. Required Readings:**

**E. Recommended Readings:**

**January 27**
**Data Gathering and DSM**
A. Concepts of Development & Abnormality
B. DSM-IV-TR and child/adolescent problems
C. Data Gathering

**D. Required Readings:**
E. **Recommended Readings:**
   1. Note: Each student is expected to read the infancy, childhood and adolescent disorders sections of the *DSM-IV-TR*. We assign it here because we recommend reading all of these sections at the start of the term, yet it is also appropriate to read the sections covered in class as the topics occur in the syllabus.

F. **Assignment 1:** 1 page paper due next week
   1. Critique of an article published in *Child Development* in the last five years. Due Feb 3.

*February 3*

**Social & Cultural Contributors**
A. Cross-cultural considerations of normality and abnormality
B. Group differences and identities
C. Culture and the problem identification/treatment process

**D. Required Readings:**
1. TBA

February 10

**Anxiety Disorders**
A. **Required Readings:**
   1. W&M Ch 7: Kendall, Hedtke, & Aschenbrand, pp. 259-299.

B. **Recommended Readings:**
   1. TBA

C. **Assignment 2:** 1 page paper due next week
   1. Critique of article (must focus on an ethnic or minority cultural group). Due Feb 17.

*February 17*

**Mood Disorders**
A. **Required Readings:**
   1. W&M Ch 8: Rudolph, Hammen, & Daley, pp. 300-342.

B. **Recommended Readings:**
   2. Others TBA

February 24

**Demonstration Interview**
A. Observe live parent interview
B. Discuss interview

C. **Required Readings:**
March 3
Demonstration Interview
A. Observe child assessment
B. Case discussion

March 10
Disruptive Behavior Disorders
A. Required Readings:
B. Recommended Readings:
   1. TBD

March 17: Spring Break
Reminder: Case Formulation Due March 31

March 24
Panel 1: Section 1 (SK)  Section 2 (BC)
Family Disruption  Abuse & Trauma
Impact of Violence  Substance use

*March 31
Panel 2: Section 2 (SK)  Section 1 (BC)
Family Disruption  Abuse & Trauma
Impact of Violence  Substance use

A. Required Readings during Panel Presentations:
   2. Abuse & Trauma: W&M Ch 20, Wolfe et al., pp. 642-672.
   3. Family Disruption: TBD

B. Recommended Readings:
   1. additional readings as assigned by presenting groups.

C. Assignment 3: Case Formulation
   1. Case Formulation Due March 31

April 7
Autism/PDD (Sandra Harris)
A. Required Readings:

B. Assignment 4 (if needed): 1 page paper due next week.
   1. Critique of any article in child psychopathology from any journal. Due April 14.

*April 14
Eating and Weight Issues (Katie Bannon)
A. Required Readings:
   1. W&M Ch 14, Lock & le Grange, pp. 485-504.
B. Recommended Readings:
   1. TBD
April 21  Tourette’s Syndrome (Abba Cargan, Faith Rice, Lori Rockmore)
A. Required Readings:
   1. TBD

April 28  ADHD (Guest Lecturer?)
B. Required Readings:
   1. W&M Ch 4: Barkley, pp. 91-152.

C. Recommended Readings:
   1. TBD

May 5  Learning Disabilities and MR (Guest Lecturer?)
A. Required Readings:

* = assignment due this week
Homework Assignments (One Page Papers)

Assignment 1: Critique of an article published in *Child Development* in the last five years
Assignment 2: Critique of article (must focus on an ethnic or minority cultural group)
Assignment 3: Case formulation
Assignment 4: Critique of any article in child psychopathology from any journal

These are one-page assignments. The one-page research critiques do not have to be detailed methodological critiques. Write one paragraph summarizing the article. Select some aspect(s) of the article for your critique and then write your critique. For example, your critique could focus on your thoughts on the main conceptual issue, your thoughts on validity and appropriateness of the methods by which they test their hypotheses, and/or the overall significance of this paper for the field. We are interested in your views, but the critique is intended to be a sample of your scientific writing. For further information about writing style as a psychologist refer to the *Publication Manual* of the American Psychological Association. Be sure to read the section on bias in language (pp. 46-53).

The 2nd critique is intended to increase your awareness of how cultural and ethnic factors influence the study of child psychopathology. The 4th paper is aimed at exposing you to the variety of journals addressing children and adolescents. Select an article on child psychopathology that is of interest to you, or that is relevant to your panel topic.

Most often asked questions:

1. Do you really mean 1 page? Yes. Actually, it should be up to 1 page long, single spaced. But do not feel obligated to fill the entire page. Concise writing is an essential skill. Write to cover the topic completely, accurately, and concisely.
2. Do the references count in the one page limit? No, they can go on another page.
3. How wide are the margins? 1”
4. How small is the print allowed? No less than 11 point.
5. You will upload these to Sakai, so ideally, do these in Microsoft Word – this will ensure we can open the documents and make comments directly on your assignment.

Important Points for the Article reviews

1. Write a brief summary of the article (not more than 1/3 of a page) and then follow it with your critique. The paper should show evidence of your own thought, and you should clearly distinguish between your points and those of the author(s).
2. Re-read your paper critically to ensure it is concise and free of grammatical errors.
3. If you write 3 "A" or “A-” quality papers you will be exempted from the 4th paper.
Guidelines for Observation Paper

This paper is based on the case that will be presented in class. You will have observed the parent and the child interviews. We will discuss the case in class. Your task in the observation paper is to formulate the case as it was presented.

You should address the following:

1. Briefly describe the child's appearance and behavior during the session.

2. What is the problem? Distinguish between the "presenting problem" as stated, and your analysis of the problem. A problem exists when there is a discrepancy between a current and desired state of affairs. What is the current and desired state of affairs in this case?

3. How do you understand the origin of this problem? Why does the problem exist? This question cannot be answered definitively based on the information available, but you formulate a hypothesis. Your answer has to be framed according to psychological principles of behavior. Avoid tautological, reductionistic, or illogical explanations.

4. Key info to focus on: What’s the behavior, when does it happen (situations and contexts), why does it happen, and how bad does it get (interference, functional impairment)?

5. What additional information, if any, would you obtain? From whom would you gather this information? How would you obtain the information?

6. Although it is too early to consider a firm diagnostic conceptualization of the case, offer a tentative diagnosis using DSM. Explain your choice based on the available data. You can identify alternative diagnostic possibilities. Do not avoid this issue by writing that you want to defer the diagnosis, or that you do not subscribe to any system of diagnosis. You may argue for another diagnostic system or no diagnostic system, but if you do so, you need to defend your position with scholarship.

7. You do not have to limit this paper to one page, but it cannot be more than three pages, and it need not be that long.
In-Class Presentations

1. Your primary objective should be to identify some aspects of the assigned topic that are of special interest or value to your classmates. Ideally, this should be a topic of some controversy, or where there are diagnostic, research, or clinical issues. FOR EXAMPLE: the ethics of a particular procedure, the impact of a diagnostic label on certain social groups, or an area where new data challenge old assumptions are appropriate topics. In other words, present something that turned you on when you read about it. A recitation of all of the studies in a given area will only bore everyone to tears.

2. The primary purpose is not to impress us and/or your classmates with how much information you collected. If your group does nothing but talk for 70 minutes, you have failed in your mission. You want to stir discussion.

3. Try not to read your presentation. It discourages discussion and usually makes the talk go too fast.

4. Talking usually requires more redundancy than writing. Give people enough of an opportunity to digest what you are saying. This is not a good forum for presenting complex theories.

5. The most common error students have made in the past is to have too much material. When they have a lot of material they feel duty bound to present it all, and that is often boring. Be modest in your goals. We have never heard a presenter run out of material. We have known many who talked too much.

6. Plan to meet with your section leader (Shalonda or Brian) at least one time before you present to be sure you are on the right track.

7. Be sure to coordinate your talk with the other group members and make sure each person gets his or her share of the air time.

8. If you invite a guest speaker, show a videotape, or use other material, remember that you also have an obligation to speak. Do not allow videos or speakers to fill the entire period.
HELPFUL HINTS FOR REPORTS

Use the third person in writing reports.

Organize your paper carefully, so that each topic is only discussed in one place, each paragraph makes only one point, and each sentence is clear and concise.

Please use initials or a fake name to keep the information in your reports confidential.

You must discuss relevant information pertaining to the child’s history and development, as they provide a context for your assessment.

If you are assessing a child, make sure to discuss how the child performed on all tests that were administered, even if this includes merely the child’s primary strengths and weaknesses.

You must include headings to separate important areas of information (common examples are below).

INITIAL ASSESSMENT

- **Identifying Information** – Includes demographics (age, race, SES), appearance, who’s in the home, jobs
- **Presenting Problem (and history of the problem)** – Includes the problem as the referral source sees it, and as the family members see it
- **Mental status** – Includes mood, affect, and cognitive functioning
- **Behavioral Observations** – Includes significant or atypical behaviors expressed, and notable responses to the interviewer and the tasks
- **Case Formulation** – Includes an *analysis of the problem* (current versus desired stated of affairs, or problems identified according to your theoretical orientation), and discussion of the potential *origin of the problem* (how it began and is maintained) FROM YOUR INFORMED PERSPECTIVE (the use of a case formulation based upon what you are learning differentiates it from the presenting problem)
- **Diagnosis** – Includes brief narrative description of the symptoms that fit with the diagnoses given, and a listing of the diagnoses for each of the five axes.
- **Summary and Recommendations** – Includes identification of any additional information that is needed, what interventions are needed, and the prognosis

Examples of APA style articles:
