**CHILD PSYCHOPATHOLOGY**  
Spring 2013  
Wednesday 5:00pm – 7:45pm  
GSAPP, A317  
Unit: 18 Subject: 820 Course: 563 Section: 02  
18:820:563:01

**Instructor:** Mark Kitzie, Psy.D.  
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**Course Learning Objectives**

This course is an exploration of the more common manifestations of psychopathology in children and adolescents. Identifying diagnostic criteria, particularly as they apply to the DSM diagnostic classification system will be emphasized. The course will explore the additive and synergistic factors which underlie and potentiate psychopathology and normal development, including genetic, environmental and constitutional (temperament, personality type) contributors and the dynamic interaction between these factors. While neurobiological, neurochemical, neuropsychological and genetic factors will be discussed, the emphasis will be on their general influence in the development and expression of psychopathology rather than as a central focus. Given the study of children and adolescents, understanding how psychopathology interacts with development will be of paramount importance. Additionally, the contributing effects of parenting and parental pathology, child maltreatment, as well as the social, family and community environments will be considered. The role of culture as a central context in understanding the development and expression of psychopathology will be emphasized, including the effects of acculturative stress. The developmental pathways associated with both healthy and maladaptive development will be viewed as complimentary – each reinforcing the understanding of the other. Finally, the importance and appreciation of individual differences, uniqueness and resilience will be recognized rather than subsumed by diagnostic labels. You will also be taught how to communicate as a professional through your writing so that you convey complexity of the cases in a clear and understandable manner.

**Methods to assess whether you have met the learning objectives of the course:**

You will write a series of essays throughout the course. They will be graded using a rubric that is guided by the learning objectives for the course. Questions guiding the rubric are: Do you accurately summarize empirically-based findings related to the etiology and expression of the childhood disorder? Do you consider the range of etiological influences? Do you provide a coherent case conceptualization which reflects the complexity of the case? Do you demonstrate familiarity with the DSMIV? Do you write in a professional manner that could be understood by a layperson?

**Required Texts** (available at the Rutgers University Bookstore on Albany Street, across from the New Brunswick train station)

Readings available on Sakai
For some weeks, please check the Sakai course site for article readings: https://sakai.rutgers.edu/ You will find the articles in a folder for each week. In addition, supplemental recommended readings may also be within each folder. Depending on your interest, you may decide to read the recommended readings.

Class Requirements
1. Attendance. Each student is required to attend all classes and be on time. If you must miss a class due to illness or an emergency, please notify me in advance. 5% of course grade
2. Participation: You are expected to come prepared for class and participate actively in class discussion. Students should come prepared to weave ideas from the assigned readings into the discussion. Computers can only be used for class related work. 10% of course grade
3. Short papers: Instead of a mid-term, there are a total of three 3-page short papers which are due throughout the semester. They should be 2-3 pages, double space, Times New Roman 12 pt font, 1 inch margins. If it is over 3 pages or in a small font, I will turn it back to you. For each paper, you are asked to read a case vignette and write up a short paper including presenting problem, case conceptualization, and research on the etiology of the primary diagnosis (based on the assigned readings), proposed diagnosis and differential diagnosis. In each essay, please reference the readings in the final section on research. You will be provided with further details about the assignments before the first one is due. 35% of course grade.
4. In class presentations. You will present with a panel of your fellow students. More detail is provided at the end of this syllabus. 15% of course grade.
5. Final exam: You will view a videotaped intake session with a parent and a child interview. You will write up a case conceptualization of the case and you will provide a DSMIV multiaxial assessment. The paper format will be the same as the three papers above. This final paper can be 3-4 pages but no longer (double space, 12 pt font, 1 inch margins). You are expected to integrate course material, but not outside readings. 35% of course grade.
6. Individual appointments. If you wish to speak with me in private, please set up an individual appointment through email.

COURSE OUTLINE
Date Topic/Readings
***some readings are subject to change***

January 23. The Developmental Psychopathology Approach to Understanding Behavior
- Beauchaine & Hinshaw - Chapter 2: Developmental Psychopathology and the Diagnostic and Statistical Manual of Mental Disorders. Theodore P. Beauchaine, Daniel N. Klein, Nora L. Erickson, and Alyssa L. Norris
- Please read through the introduction to DSM-IV-TR (focus on pages 27-37)

January 30. Models of Developmental Psychopathology and Case Conceptualization
Part 1: Models of Psychopathology
- Beauchaine & Hinshaw - Chapter 1 Developmental Psychopathology as a Scientific Discipline Rationale, Principles, and Advances. *Stephen P. Hinshaw*

Part 2: Case Conceptualization

*Recommended:*

**February 6. Risk and Resilience**
- Beauchaine & Hinshaw - Chapter 3 Genetic and Environmental Influences on Behavior *Theodore P. Beauchaine and Lisa-Gatzke-Kopp*
- Beauchaine & Hinshaw - Chapter 4 Risk and Resilience in Child and Adolescent Psychopathology: Processes of Stress, Coping and Emotion Regulation. *Bruce E. Compas and Charissa Andreotti*
- Wilmshurst – Ch. 11

**February 12. Emotional regulation and attachment**
- Beauchaine & Hinshaw - Chapter 11: Emotion Dysregulation as a Risk Factor for Psychopathology *Pamela M. Cole, Sarah E. Hall, and Nastassia J. Hajal*
- Wilmshurst, Ch. 19


**Student panel presentation #1**

**February 19. Bipolar Disorder**
- Beauchaine & Hinshaw - Chapter 19: Bipolar Disorder. *Joseph C. Blader and Gabrielle A. Carlson*
- Wilmshurst – Ch. 10 & 15
- The bipolar puzzle NYTimes article: http://www.nytimes.com/2008/09/14/magazine/14bipolart.html?_r=1&scp=4&sq=bipolar+kid&st=nyt
- Appropriate sections of the DSM-IV-TR

**February 26. Attention-Deficit/Hyperactivity Disorder**
- Beauchaine & Hinshaw - Chapter 12: Attention-Deficit/Hyperactivity Disorder. Joel Nigg
- Wilmshurst, Chs. 1 & 13

**Student panel presentation #2**

**March 6. Anxiety Disorders -**
- Beauchaine & Hinshaw - Chapter 16: Anxiety Disorders. Carl F. Weems, and Wendy K. Silverman
- Beauchaine & Hinshaw - Chapter 7: Behavioral Inhibition as a Temperamental Vulnerability to Psychopathology. Jerome Kagan
- Wilmshurst – Chs. 2, 8 & 9

**Paper #2 due - Student panel presentation #4**

**March 13. Depressive Disorders -**
- Chapter 17 Depressive Disorders. Daniel N. Klein, Autumn J. Kujawa, Sarah R. Black, Allison T. Pennock
- Wilmshurst, Ch. 16

**Student panel presentation #5**

**March 20. Spring Break**

**March 27. Eating Disorders (Guest Speaker)**
- Beauchaine & Hinshaw - Chapter 22: Eating Disorders. Eric Stice and Cara Bohon
- Wilmshurst, Ch. 17

**April 3. Child Maltreatment**
Paper #3 due - Student panel presentation #6 (Topic 1)

April 10. Disruptive & Antisocial Behavior Disorders -
- Beauchaine & Hinshaw - Chapter 6: Impulsivity and Vulnerability to Psychopathology
  Emily Neuhaus and Theodore P. Beauchaine
- Beauchaine & Hinshaw - Chapter 13: Oppositional Defiant Disorder, Conduct Disorder, and Juvenile Delinquency
  Irwin D. Waldman and Benjamin B. Lahey
- Beauchaine & Hinshaw - Chapter 15: Substance Use Disorders in Adolescence. Sandra A. Brown, Kristin Tomlinson, and Jennifer Winward
- Wilmshurst, Ch. 5

Student panel presentation #7

April 17. Gender Identity
- Appropriate sections of the DSM-IV-TR
- Film Clip: My life as a rose

Student panel presentation #8

April 24. Autism Spectrum Disorders
- Beauchaine & Hinshaw - Chapter 20: Autism Spectrum Disorders. Susan Faja and Geraldine Dawson
- Movie: Autism the Musical
- Appropriate sections of the DSM-IV-TR

Student panel presentation #9

May 1. CASE PRESENTATION
View child and parent interview during class time.
We will only view the tape once together.
FINAL case write up DUE Thursday, May 9th by 12pm.

You will turn in three essays based on a case presentation and complete a final exam in a similar format. More detail will be provided in class. Each essay should be no more than 3 pages, 1 inch margins, 12 point; Times New Roman font.
Your essays will have the following sections:

1) **Presenting Problem** - In one to two paragraphs, please describe the presenting problem/symptoms of the child/adolescent? Why are the child/adolescent and family seeking support? What is the concern? What are some of the symptoms?

2) **Case Conceptualization** - In one to two paragraphs, please hypothesize why this client is struggling from the symptoms and what might be exacerbating, mitigating, and/or maintaining the symptoms? Provide a tentative causal model explaining the illness based on what you read in the case vignette and based on what you know about the etiology of the illness.

3) **Etiology** - Please provide two paragraphs about what we know related to the etiology of the primary diagnosis from a biopsychosocial/cultural perspective. Please cite readings and lectures. DO NOT MENTION THE CASE in this section. No need to provide a reference list but use APA style when citing in the text.

4) **Multiaxial diagnosis** and two to three sentences explaining why you ruled in a diagnosis for Axis I and/or Axis II.

5) **Differential Diagnosis** - Identify another diagnosis Axis I and/or Axis II diagnosis that could be considered and your reasoning for ruling it out.

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**B) Student Presentations on Panels –**

*Please rank order your interest in the following topics:*

1. Trauma/Abuse/Neglect/Domestic Violence
2. Family Disruption (e.g., divorce, foster care, loss of a parent)
3. Childhood Schizophrenia
4. Learning Disabilities/Cognitive Impairment

The effects of culture on the etiology, diagnosis and expression of psychopathology in:

5. African American culture (including African cultures)
6. Asian Culture (including Chinese, Indian, Japanese, Korean, Pacific Rim cultures)
7. Native American culture
8. Euro-American culture (including European, Slavic/Russian cultures)
9. Hispanic culture (Mexican, Caribbean, South American)

All attempts will be made to place you on a panel concerning your first and second topical choices. You will be placed with three fellow students. You will be asked to present for 45 minutes with each of you taking somewhat equal time and carrying equal weight in organizing the time. Please be mindful of group dynamics and the issue of “social loafing.”

**Tips for Your In-Class Panel Presentations**

1. Your primary objective should be to identify 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 interesting diagnostic, research, or clinical issues. FOR EXAMPLE: the ethics of a particular procedure, the impact of a diagnostic label on certain groups, social justice perspectives or an area where new data challenge old assumptions are appropriate topics. In other words, present something that intrigued you when you read about it. Try to avoid a recitation of all of the studies in a given area which risks your classmate’s eyes glazing over.

2. The primary purpose is not to impress us and/or your classmates with how much information you collected. It is to engage your classmates and the instructor with useful, salient and interesting information of practical use.
3. Try not to read your presentation. It discourages discussion and results in others tuning out.
4. 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 dry. Be modest in your goals.
5. Plan to email Mark an outline of your presentation (broken down by time) before you present to be sure you are on the right track.
6. 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.
7. The presentation can make use of brief videotape or other materials but the main focus should be on verbal presentation and interactive discussion. Do not allow videos or speakers to fill the entire period.