Course Learning Objectives

This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, empirical, and clinical issues related to the mental health of children and adolescents. The diverse factors that influence the etiology and expression of disorders will be considered, such as genetics, family influences, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate as a professional through writing and presentations, in order to convey information in a clear and understandable manner. Although interventions will be discussed, it will not be a primary emphasis in this course. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various childhood disorders. The format of this class will be lecture and discussions.

Required Texts


Readings available on Sakai

We will use Sakai to post the syllabus and some class readings, and to distribute information. To access the site, login with your NetID at: [http://sakai.rutgers.edu/](http://sakai.rutgers.edu/) and then click the tab for Child Psychopathology Fall 2014.

For some weeks, you will find the articles in a folder for that week. The PDFs of the readings are typically saved as the authors’ last names.
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 us in advance. *5% of course grade*

2. **Participation**: Students 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. Please be prepared to share your thoughts at least once per class. *10% of course grade*

3. **Short papers**: In lieu of a mid-term, there will be a total of two short papers due throughout the semester. They should be a maximum of 4 pages, double spaced, 12-pt font, 1-inch margins. Please do not turn in a paper over 4 pages; concise writing is an essential skill. If the paper does not meet the formatting and maximum length requirements, we will return it to you without grading it. References do not count toward the page limit. For the papers, students will be asked to read a case vignette and write a short paper including presenting problem(s), proposed diagnosis, and a case conceptualization. Further details are included at the end of the syllabus. *30% of course grade*

4. **In-Class Presentations**: Students will present with a fellow classmate. More detail is provided at the end of this syllabus. *15% of course grade.*

5. **Final Exam**: Students will view a recorded intake session with a child during the final class meeting. Students will write a case conceptualization and provide a DSM-5 diagnosis. This final paper should be a maximum of 6 pages (double spaced, 12-pt font, 1-inch margins). Students are expected to integrate course material, but not outside readings. *40% of course grade.*

**Individual appointments**

If you wish to speak with either Jessica or Christie in private, please set up an individual appointment through email.
COURSE OUTLINE

**some readings are subject to change**

January 26  
**Overview of Course/Models of Developmental Psychopathology/Case Conceptualization**

**Part 1: Models of Psychopathology**


**Part 2: Introduction to Diagnosis**

*Recommended Reading:* Introduction section of the DSM-5 (pages 5-24)

**Part 3: Case Conceptualization**


*Have students sign up for presentation topics*

February 2  
**ADHD - Attention-Deficit/Hyperactivity Disorder**

Chapter 2 in Mash & Barkley text (pp. 75-121)

Appropriate section of the DSM-5

February 9  
**Disruptive Behavior Disorders**

Chapter 3 in Mash & Barkley text (pp. 145-179)


Appropriate sections of the DSM-5
February 16  Underlying Processes – Developmental Trajectories, Emotion Regulation, and Attachment


Student Presentations #1 & 2

February 23  Mood Disorders

Chapter 5 in Mash & Barkley text (pp. 225-252)


Appropriate sections of the DSM-5 (Depressive Disorders and Bipolar Disorders)

March 2  Anxiety Disorders

Paper #1 Due

Chapter 8 in Mash & Barkley text (pp. 345-428)

Chapter 9 in Mash & Barkley text (pp. 429-440 only)

Appropriate sections of the DSM-5

March 9  Culture and Psychopathology


Cultural Formulation Interview (CFI)
http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures#Cultural

Appropriate sections of the DSM-5 pp. 749-759.

Student Presentations #3 & 4
March 16  
*No class; Spring Break*

March 23  
**Eating Disorders**

- Guest lecture: Rebecca Greif, Psy.D., Postdoctoral Fellow, Mount Sinai, Eating and Weight Disorders Program
- Chapter 17 in Mash & Barkley text (pp. 801-834)
- Appropriate sections of the DSM-5

March 30  
**Child and Adolescent Maltreatment, Abuse, and Trauma**

- Chapter 10 in Mash & Barkley text (pp. 476-528)
  

  - Appropriate sections of the DSM-5
  - *Student Presentations #5 & 6*

April 6  
**Autism Spectrum Disorder**

- *Paper #2 due*


- Chapter 11 in Mash & Barkley text (pp. 531-559)

  - Appropriate sections of the DSM-5

April 13  
**Intellectual Disabilities and Learning Disabilities**

- Chapter 13 in Mash & Barkley text (pp. 593-618)

**Childhood-Onset Schizophrenia**

- *Recommended reading: Chapter 12 in Mash & Barkley text (pp. 573-586)*

  - Appropriate sections of the DSM-5
April 20 Tourette’s Syndrome

Guest lecture: Michelle Miller, Psy.D., Post-doctoral fellow at Tourette Syndrome Clinic

Chapter 9 in Mash & Barkley text (pp. 440-461 only)

Student Presentations #7 & 8

April 27 Substance-Related Disorders

Chapter 4 in Mash & Barkley text (pp. 180-221)

Appropriate sections of the DSM-5

Vulnerability to Personality Disorders

Chapter 18 in Mash & Barkley text (pp. 848-896)


Appropriate sections of the DSM-5 (Both in Section II and Section III)

May 4 Gender and Sexual Identity


Appropriate sections of the DSM-5 (Gender dysphoria, p. 451-460).

Summary of the Course

May 11 FINAL

View child interview during class time
We will view the tape only once together

FINAL case write-up DUE Friday May 15 by 5pm
(Leave in instructors’ mailbox on the third floor)
Further details on the assignments:

A) Essays 1-2 and the final (case conceptualization of case vignettes)

Please follow the following guidelines when writing reports:
  a. Use the third person in writing reports.
  b. 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.
  c. You must include headings to separate the sections listed below

Your essays will have the following sections:

**Identifying Information**: Include demographics (age, race, SES), appearance, who is in the home, jobs, etc. Please use initials to keep information confidential.

**Presenting Problem (and history of the problem)**: Include the problem as the referral source sees it, and as the family members see it. Why are the child and family seeking support? What is the concern? Relevant information about the child’s history and development should be included.

**Mental Status**: Include mood, affect, and cognitive functioning during the interview.

**Behavioral Observations**: Include significant or atypical behaviors expressed, and notable responses to the interviewer and the tasks.

**DSM 5 Diagnosis**: Assign a diagnosis. When listing diagnoses, please specify the diagnostic code first, and then write the diagnosis. Also please list your diagnoses in order of primary, secondary, etc., followed by any rule-out diagnoses. Please defend your diagnoses by including a brief narrative description of the symptoms that fit with the diagnoses given and explain why you ruled in (or out) a diagnosis.

**Case Formulation**: Include an analysis of the problem and discussion of the potential origin of the problem. In this section, please hypothesize why this client is struggling from the symptoms and what might be exacerbating, mitigating, and/or maintaining the symptoms. Discuss any functional impairment that the issue is causing. Provide a tentative causal model explaining the illness based on what you know from the case vignette and based on what you know about the etiology of the illness. Relatedly, discuss any known risk/resilience factors.

**Summary and Recommendations**: Include identification of any additional information that is needed, what interventions are needed, and the prognosis.

B) Student Presentations

All attempts will be made to assign you your first or second choice topic. The topic list will be handed out during the first class session.

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

  a. Panel presentations will be 30 minutes long in total. Please make sure both you and your partner are given equal presentation time.
  b. The most common error is to have too much material. Be modest in your goals and practice the timing of your presentation. You will not be able to go over time.
  c. If you use Powerpoint, make the slides legible with large font and minimal writing per slide. Do not use clip art or other graphics excessively.
  d. You will be assessed on the content of the material and your presentation style.
  e. You will be asked to hand in a list of the resources you used for your presentation on the day of the presentation.