

**University of North Texas at Dallas**  
**Summer I 2015**  
**SYLLABUS**

PSYC 4620D Section 030 (Summer 2015 5W1)-Abnormal Child Psychology (3 hrs.)			
Department of	Psychology	Division of	Liberal Arts and Sciences
<b>Instructor Name:</b>	<i>Teresa L. Collins-Jones, Ph.D.</i>		
<b>Office Location:</b>	<i>Adjunct Psychology Office, DAL 2 Room 302</i>		
<b>Office Phone:</b>	972-741-5605		
<b>Email Address:</b>	Use email (messages) in Blackboard classroom or <a href="mailto:Teresa.Collins-Jones@untDallas.edu">Teresa.Collins-Jones@untDallas.edu</a>		
<b>Office Hours:</b>	T/R 10:00 am-12:00 pm and by appointment		
<b>Course Catalog Description:</b>	This course is a survey of the symptomatology, theoretical perspectives and treatment approaches of psychological disorders seen in infants, children and adolescents.		
<b>Prerequisites:</b>	PSYC 3620D or PSYC 4610D		
<b>Co-requisites:</b>	None		
<b>Required Texts:</b>	Mash, Eric J. and Wolfe, David A. (2016). <i>Abnormal Child Psychology</i> , 6 <sup>th</sup> Edition. Boston: Cengage. ISBN 978-1-305-10542-3		
<b>Recommended Text and References:</b>	<p>Coursemate student access recommended.</p> <p>Kearney, Christopher A. (2013). <i>Casebook in Child Behavior Disorders</i>, 5<sup>th</sup> Edition. California: Wadsworth. ISBN 978-1-133-49071-5</p> <p><b>Reading Assignments:</b> Students are expected to read in advance the chapters designated by week in the outline below; and any extra reading I assign. Come to class prepared to discuss them.</p>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>		

<b>Course Goals or Overview:</b>	
	<ol style="list-style-type: none"> <li>1. Obtain a broad understanding of mental health problems that are usually diagnosed in infancy, childhood, or adolescence and how these develop into adulthood.</li> <li>2. Consider the role of genetics and the environment in the etiology, disease course, and treatment of psychological disorders in childhood and adolescence.</li> <li>3. Describe developmental approaches used to understand the causes, assessment, diagnosis, and treatment of children and adolescents with major psychological disorders.</li> <li>4. Using a developmental perspective, students will be able to describe the impact that psychological disorders have on a child's development and functioning.</li> <li>5. Examine how research enhances our understanding of psychological disorders in children and contributes to the development of evidence based treatment approaches.</li> </ol>
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to demonstrate the following:	
1	Knowledge of some of the critical issues in abnormal child psychology.
2	Knowledge of the important features that distinguish most child and adolescent disorders.
3	Knowledge of key historical breakthroughs in abnormal child psychology.
4	Knowledge of the factors that influence a child's development and outcomes.
5	Knowledge of the key factors that affect rates and expression of children's mental disorders.
6	Knowledge of the major approaches to treating children with mental disorders.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

	<b>TOPICS</b>
<b>Week One</b> June 8-14 <sup>th</sup>	<b>Introduction to Normal and Abnormal Behavior in Children and Adolescents</b> <b>Risk and Resilience</b> Reading: Mash & Wolfe, Chapter 1 <b>Theories and Causes</b> <b>Biological and Psychological Perspectives</b> Reading: Mash & Wolfe, Chapter 2 <b>Research Process</b> <b>Research Strategies</b> Reading: Mash & Wolfe, Chapter 3 <b>The Decision Making Process</b> <b>Assessment, Diagnosis, &amp; Treatment</b> Reading: Mash & Wolfe, Chapter 4
	<b>Discussion #1</b> <b>Discussion #2</b> <b>Reflection #1 Due June 14<sup>th</sup></b>
<b>Week Two</b> June 15-21 <sup>st</sup>	<b>Neurodevelopmental Disorders</b> <b>Intellectual Disability</b> <b>Causes</b> <b>Prevention, Education, and Treatment</b> Reading: Mash & Wolfe, Chapter 5 <b>Autism Spectrum Disorder</b> <b>Childhood Onset Schizophrenia</b> Reading: Mash & Wolfe, Chapter 6 <b>Communication and Learning Disorders</b> Reading: Mash & Wolfe, Chapter 7
	<b>EXAM 1 (Chapters 1-7) ~test will be available on the 19<sup>th</sup> and is due on the 21<sup>st</sup></b> <b>Discussion #3</b> <b>Discussion #4</b> <b>Reflection #2 Due June 21<sup>st</sup></b>

<b>Week Three</b> June 22-28 <sup>th</sup>	<b>Attention-Deficit/Hyperactivity Disorder</b> <b>Prevalence, Theories, and Treatment</b> Reading: Mash & Wolfe, Chapter 8 <b>Conduct Problems</b> <b>Prevalence, Gender, and Course</b> <b>Causes</b> <b>Conduct Problems: Treatment and Prevention</b> Reading: Mash & Wolfe, Chapter 9
	<a href="#">Discussion #5</a> <a href="#">Discussion #6</a> <a href="#">Reflection #3 Due June 28<sup>th</sup></a>
<b>Week Four</b> June 29-July 5 <sup>th</sup>	<b>Depressive and Bipolar Disorders</b> <b>Dysthymia</b> <b>Disruptive Mood Dysregulation Disorder</b> <b>Depression</b> <b>Bipolar Disorder</b> Reading: Mash & Wolfe, Chapter 10 <b>Anxiety Disorders</b> <b>Social Anxiety Disorder</b> <b>Obsessive-Compulsive Disorder</b> <b>Theories and Causes</b> <b>Treatment and Prevention</b> Reading: Mash & Wolfe, Chapter 11 <b>Trauma and Stressor Related Disorders</b> <b>Treatment and Prevention of Trauma and Stressor Related Disorders</b> Reading: Mash & Wolfe, Chapter 12
	<b>EXAM 2 (Chapters 8-12) ~test will be available on the 1st and is due on the 5<sup>th</sup></b> <a href="#">Discussion #7</a> <a href="#">Discussion #8</a> <a href="#">Reflection #4 Due July 5<sup>th</sup></a>
<b>Week Five</b> July 6-10 <sup>th</sup>	<b>Elimination Disorders</b> <b>Chronic Illness</b> <b>Adolescent Substance Use Disorders</b> Reading: Mash & Wolfe, Chapter 13 <b>Feeding and Eating Disorders</b> Reading: Mash & Wolfe, Chapter 14
	<b>Case Presentations due on July 9<sup>th</sup></b> <a href="#">Discussion #9</a> <a href="#">Discussion #10</a> <a href="#">Reflection #5 Due July 10<sup>th</sup></a>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Reflections (50 total points or 10 points each)

To facilitate discussion and understanding of the material, you will be asked to write a reflection on a specific topic **each week**. Each reflection should be 2-3 pages long and should be a "reflection" on what you have learned. You will be asked to demonstrate that you understand the concepts by connecting the ideas or issues we have discussed in class and that you have reviewed in your readings as well as through outside experiences. *Synthesize, analyze and evaluate*. And finally, critically examine your own development through these learning activities.

### Exams (100 points each)

There will be a total of two exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions. The exams are not cumulative.

### **Case Presentation (190 points)**

Students will choose a child/adolescent case to review (more information to be provided). A 3-5 page paper that provides background and context, description and analysis, review of relevant literature, and recommendations for intervention will be turned in and a 7-10 slide presentation will be posted for the class to review.

### **Class Discussions (360 points)**

**Each week you will be asked to participate in two discussions.** You will post your own response to the questions and respond to at least two posts made by your peers or the instructor in each discussion thread. Your posts should integrate information that you have learned in class as well as incorporate the scholarly literature that you find in the library or on the web. Please avoid using websites like Wikipedia or psychology.org, instead try to rely upon .edu or .gov websites. Your initial posts should be made by Day 4 of each week (Thursday) and you should stay active in the current discussion through the last day of the week (Sunday). Do not work ahead or get behind as points will be deducted for late submissions. Make sure that you check your spelling and grammar before posting your response. In your replies to your peers, you can expand or clarify a point made in a previous post, offer additional information, or discuss whether you agree or disagree with a post made by a classmate or the instructor. Develop your responses and cite the references that you use to support your position.

### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Weekly Reflections (posted in the Journal area)	5 reflection activities at 10 points each  *Reflections are graded as credit/no credit	50
Exams	2 exams at 100 points each	200
Weekly Discussions	10 interactive discussions (two each week) at 36 points each	360
Case Presentation (Paper)	3-5 page paper	120
Case Presentation (Slide Presentation)	7-10 slide presentation	70
<b>Total:</b>	<b>100%</b>	<b>800</b>

### **Grade Determination**

**A = 720 – 800 pts; i.e., 90% or better**

**B = 636 – 719 pts; i.e., 80 – 89 %**

**C = 556 – 635 pts; i.e., 70 – 79 %**

**D = 476 – 555 pts; i.e., 60 – 69 %**

**F = 475 pts or below; i.e., less than 60%**

### **University Policies and Procedures**

#### **Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

#### **Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

#### **Assignment Policy:**

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

#### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.*

***\*This syllabus is subject to change. If changes are made, I will communicate them to you in a timely manner.***