

University of North Texas at Dallas
Fall 2016
SYLLABUS

PSYC 4620 Section 030-Abnormal Child Psychology 3Hrs			
Department of	Psychology	Division of	Liberal Arts and Sciences
Instructor Name:	<i>Teresa L. Collins-Jones, Ph.D.</i>		
Office Location:	<i>Adjunct Psychology Office, DAL 2 Room 302</i>		
Office Phone:	972-741-5605		
Email Address:	Use email (messages) in Blackboard classroom or Teresa.Collins-Jones@untDallas.edu		
Office Hours:	M/W 1-4 pm and T/R 9 am-12 pm as well as by appointment		
Classroom Location:	Virtual		
Course Catalog Description:	This course is a survey of the symptomatology, theoretical perspectives and treatment approaches of psychological disorders seen in infants, children and adolescents.		
Prerequisites:	PSYC 3620 or PSYC 4610		
Co-requisites:	None		
Required Texts:	Mash, Eric J. and Wolfe, David A. (2016). <i>Abnormal Child Psychology</i> , 6 th Edition. Boston: Cengage. ISBN 978-1-305-10542-3		
Recommended Text and References:	<p>Course mate student access recommended.</p> <p>Kearney, Christopher A. (2013). <i>Casebook in Child Behavior Disorders</i>, 5th Edition. California: Wadsworth. ISBN 978-1-133-49071-5</p> <p>Reading Assignments: 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>		
Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>		

Course Goals or Overview:	
	<ol style="list-style-type: none"> 1. Obtain a broad understanding of mental health problems that are usually diagnosed in infancy, childhood, or adolescence and how these develop into adulthood. 2. Consider the role of genetics and the environment in the etiology, disease course, and treatment of psychological disorders in childhood and adolescence. 3. Describe developmental approaches used to understand the causes, assessment, diagnosis, and treatment of children and adolescents with major psychological disorders. 4. Using a developmental perspective, students will be able to describe the impact that psychological disorders have on a child's development and functioning. 5. Examine how research enhances our understanding of psychological disorders in children and contributes to the development of evidence based treatment approaches.
Learning Objectives/Outcomes: 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.

Week	Topics	Assignment Due Date
Week One August 22-28	Introduction to Normal and Abnormal Behavior in Children and Adolescents Risk and Resilience Theories and Causes Reading: Mash & Wolfe, Chapter 1 (pages 2-26) and Chapter 2 (pages 27-35)	DQ 1 <i>*participate all week</i> Reflection #1 Due 8/28
Week Two August 29-September 4	Biological and Psychological Perspectives Research Process Reading: Mash & Wolfe, Chapter 2 (pages 36-54) and Chapter 3 (pages 55-68)	DQ 2 <i>*participate all week</i>
Week Three September 5-11	Research Strategies The Decision Making Process Reading: Mash & Wolfe, Chapter 3 (pages 69-81) and Chapter 4 (82-90)	DQ 3 <i>*participate all week</i> Reflection #2 Due 9/11
Week Four September 12-18	Assessment, Diagnosis, & Treatment Reading: Mash & Wolfe, Chapter 4 (pages 90-123)	DQ 4 <i>*participate all week</i> Exam 1 (Over Chapters 1-4)
Week Five September 19-25	Neurodevelopmental Disorders Intellectual Disability Reading: Mash & Wolfe, Chapter 5 (pages 124-141)	DQ 5 <i>*participate all week</i>
Week Six September 26-October 2	Causes Prevention, Education, and Treatment Autism Spectrum Disorder Childhood Onset Schizophrenia Reading: Mash & Wolfe, Chapter 5 (pages 142-177) and Chapter 6 (pages 178-194)	DQ 6 <i>*participate all week</i> Reflection #3 Due 10/2
Week Seven October 3-9 Midterm	Communication and Learning Disorders Reading: Mash & Wolfe, Chapter 7 (pages 195-226)	DQ 7 <i>*participate all week</i> Exam 2 (Over Chapters 5-7)
Week Eight October 10-16	Attention-Deficit/Hyperactivity Disorder Prevalence, Theories, and Treatment Reading: Mash & Wolfe, Chapter 8 (pages 227-266)	DQ 8 <i>*participate all week</i> Reflection #4 Due 10/16

<p>Week Nine October 17-23</p>	<p>Attention-Deficit/Hyperactivity Disorder Prevalence, Theories, and Treatment Reading: Mash & Wolfe, Chapter 8 (pages 245-266)</p>	<p>DQ 9 <i>*participate all week</i></p> <p>Diagnosing a Celebrity Case Paper Due 10/23</p>
<p>Week Ten October 24-30</p>	<p>Conduct Problems Prevalence, Gender, and Course Causes Reading: Mash & Wolfe, Chapter 9 (pages 267-303)</p>	<p>DQ 10 <i>*participate all week</i></p> <p>Reflection #5 Due 10/30</p>
<p>Week Eleven October 31-November 6</p>	<p>Conduct Problems: Treatment and Prevention Depressive and Bipolar Disorders Dysthymia Disruptive Mood Dysregulation Disorder Depression Reading: Mash & Wolfe, Chapter 9 (pages 303-309) and Chapter 10 (pages 310-346)</p>	<p>DQ 11 <i>*participate all week</i></p>
<p>Week Twelve November 7-13</p>	<p>Bipolar Disorder Anxiety Disorders Social Anxiety Disorder Obsessive-Compulsive Disorder Theories and Causes Treatment and Prevention Reading: Mash & Wolfe, Chapter 10 (pages 347-354) and Chapter 11 (pages 355-399)</p>	<p>DQ 12 <i>*participate all week</i></p> <p>Exam 3 (Chapters 8-11)</p>
<p>Week Thirteen November 14-20</p>	<p>Trauma and Stressor Related Disorders Treatment and Prevention of Trauma and Stressor Related Disorders Health-Related and Substance Use Disorders Reading: Mash & Wolfe, Chapter 12 (pages 400-440) and Chapter 13 (pages 441-449)</p>	<p>DQ 13 <i>*participate all week</i></p> <p>Reflection #6 Due 11/20</p>
<p>Week Fourteen November 21-27</p>	<p>Elimination Disorders Chronic Illness Adolescent Substance Use Disorders Reading: Mash & Wolfe, Chapter 13 (pages 449-474)</p>	<p>DQ 14 <i>*participate all week</i></p>
<p>Week Fifteen November 28-December 4</p>	<p>Feeding and Eating Disorders An Overview of Various Providers Who Work with Children and Adolescents in Different Settings Reading: Mash & Wolfe, Chapter 14 (pages 476-505)</p>	<p>DQ 15 <i>*participate all week</i></p> <p>Reflection #7 Due 12/4</p> <p>Presentation on a Disorder Due 12/1</p>
<p>Week Sixteen December 7-11 Finals Week</p>	<p>Final Exam</p>	<p>DQ 16 <i>*Participate x1 in a discussion to prepare for the Exam</i> 12/4-12/7</p> <p>EXAM 4 (Chapters 12-14)</p>

Course Evaluation Methods

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

Class Discussions (160 points)

Each week you will be asked to participate in one discussion. 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 on more than one day. 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.

Reflections (70 total points or 10 points each)

To facilitate discussion and understanding of the material, you will periodically be given homework assignments that will be due the following class period. The topic and structure of these assignments will be announced in class. You are responsible for the homework assignments, even if you are not in class.

Exams (100 points each for a total of four exams or 400 points)

There will be a total of four 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.

Presentation on a Disorder (170 points)

Each student will choose a disorder that they will present to the class. You will describe and discuss the presentation, symptoms, etiology, prevalence, and prognosis of the disorder that you have chosen in addition to discussing the current literature, various theoretical perspectives, and possible treatment issues. You will upload the presentation into the online classroom for other students to view. After reviewing each presentation, you will have the opportunity to ask each other questions and provide feedback. A *minimum* of 15 slides and speaker notes will be required as well as a minimum of 3 references to support the material in your presentation. You also have the option of adding audio and/or video to your presentation.

Diagnosing a “Celebrity” Paper (200 points)

For this assignment, you will be asked to select a famous child or adolescent (living or deceased) that you believe has or had a clinical disorder. The person you choose should be someone that is personally intriguing to you (a movie star, musician, politician, historical figure, or criminal) **and NOT a family member, friend, or professor.** You will be asked to gather data from a variety of sources including books, popular magazines, internet sites, television interviews, articles, scholarly resources, etc. to assist you with explaining the individual's behavior. You will make up a reason for referral as well as material for the MSE (Mental Status Examination) that is congruent with the person's behavior and symptoms. You will rely upon the criteria listed in the DSM-5 (also reviewed in the textbook and in the course lectures) to assist you with describing the person's behavior and symptoms. The purpose of this assignment is to assist you with learning how diagnostic criteria are applied to individuals. Please note, as ***an undergraduate student who is not licensed, you are not qualified to conduct psychological evaluations or to diagnose individuals.*** This class assignment will be entirely fictional (do not choose an individual who has had a psychological evaluation that is posted). You will submit a 3-5 page paper utilizing 2-3 scholarly resources to support your assumptions.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Weekly Discussions	16 Discussions at 10 points each	160
Reflections	7 reflection activities at 10 points each <i>*Reflections are graded as credit/no credit</i>	70
Exams	4 exams at 100 points each	400
Diagnosing a Celebrity Paper	Each student will write a 3-5 page paper	170
Presentation on a Mental Disorder	Power Point Presentation (15-20 slides with speaker notes)	200
Total:	100%	1000

Grade Determination**A = 900-1000 pts; i.e., 90% or better****B = 800-899 pts; i.e., 80 – 89 %****C = 700-799 pts; i.e., 70 – 79 %****D = 600-699 pts; i.e., 60 – 69 %****F = 599 pts or below; i.e., less than 60%****University Policies and Procedures****Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. 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 students' evaluations 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). Note: If you need to reschedule your exam and the due date has passed, you may be given an alternate form of the exam.

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.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies**Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette":

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information, see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

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