

**University of North Texas at  
Dallas Spring 2015  
SYLLABUS**

<b>PSYC 4620D Section 090-Abnormal Child Psychology 3Hrs</b>			
<b>Department of</b>	<b>Psychology</b>	<b>Division of</b>	<b>Liberal Arts and Sciences</b>
<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 10:30-11:30, after class, and by appointment		
<b>Classroom Location:</b>	DAL 2 307		
<b>Class Meeting Days &amp; Times:</b>	TR 11:30 am-12:50 pm		
<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>TIMELINE</b>
<b>Introduction to Normal and Abnormal Behavior in Children and Adolescents</b> Reading: Mash & Wolfe, Chapter 1 (pages 2-15)	1/20
<b>Risk and Resilience Theories and Causes</b> Reading: Mash & Wolfe, Chapter 1 (pages 15-26) and Chapter 2 (pages 27-35)	1/22
<b>Biological and Psychological Perspectives</b> Reading: Mash & Wolfe, Chapter 2 (pages 36-54)	1/27
<b>Research Process</b> Reading: Mash & Wolfe, Chapter 3 (pages 55-68)	1/29
<b>Research Strategies The Decision Making Process</b> Reading: Mash & Wolfe, Chapter 3 (pages 69-81) and Chapter 4 (82-90)	2/3
<b>Assessment, Diagnosis, &amp; Treatment</b> Reading: Mash & Wolfe, Chapter 4 (pages 90-99) <a href="#">Reflection #1</a>	2/5
<b>Assessment, Diagnosis, &amp; Treatment</b> Reading: Mash & Wolfe, Chapter 4 (pages 100-123)	2/10
<b>EXAM 1 (Chapters 1-4)</b>	2/12
<b>Neurodevelopmental Disorders Intellectual Disability</b> Reading: Mash & Wolfe, Chapter 5 (pages 124-141)	2/17
<b>Causes Prevention, Education, and Treatment</b> Reading: Mash & Wolfe, Chapter 5 (pages 142-155)	2/19
<b>Autism Spectrum Disorder</b> Reading: Mash & Wolfe, Chapter 6 (pages 156-177)	2/24
<b>Autism Spectrum Disorder Childhood Onset Schizophrenia</b> Reading: Mash & Wolfe, Chapter 6 (pages 177-194) <a href="#">Reflection #2</a>	2/26
<b>Communication and Learning Disorders</b> Reading: Mash & Wolfe, Chapter 7 (pages 195-226)	3/3
<b>EXAM 2 (Chapters 5-7)</b>	3/5
<b>Attention-Deficit/Hyperactivity Disorder</b> Reading: Mash & Wolfe, Chapter 8 (pages 227-245)	3/10
<b>Attention-Deficit/Hyperactivity Disorder Prevalence, Theories, and Treatment</b> Reading: Mash & Wolfe, Chapter 8 (pages 245-266)	3/12

<b>Spring Break (No Classes)</b>	3/16-3/22
<b>Conduct Problems</b> Reading: Mash & Wolfe, Chapter 9 (pages 267-285)	3/24
<b>Conduct Problems</b> <b>Prevalence, Gender, and Course</b> <b>Causes</b> Reading: Mash & Wolfe, Chapter 9 (pages 286-303)	3/26
<b>Conduct Problems: Treatment and Prevention</b> <b>Depressive and Bipolar Disorders</b> Reading: Mash & Wolfe, Chapter 9 (pages 303-309) and Chapter 10 (pages 310-320)	3/31
<b>Dysthymia</b> <b>Disruptive Mood Dysregulation Disorder</b> <b>Depression</b> Reading: Mash & Wolfe, Chapter 10 (pages 321-346)	4/2
<b>Bipolar Disorder</b> <b>Anxiety Disorders</b> Reading: Mash & Wolfe, Chapter 10 (pages 347-354) and Chapter 11 (pages 355-367) <b>Reflection #3</b>	4/7
<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 (pages 367-399)	4/9
<b>EXAM 3 (Chapters 8-11)</b>	4/14
<b>Trauma and Stressor Related Disorders</b> Reading: Mash & Wolfe, Chapter 12 (pages 400-434)	4/16
<b>Treatment and Prevention of Trauma and Stressor Related Disorders</b> <b>Health-Related and Substance Use Disorders</b> Reading: Mash & Wolfe, Chapter 12 (pages 434-440) and Chapter 13 (pages 441-449)	4/21
<b>Elimination Disorders</b> <b>Chronic Illness</b> <b>Adolescent Substance Use Disorders</b> Reading: Mash & Wolfe, Chapter 13 (pages 449-474)	4/23
<b>Feeding and Eating Disorders</b> Reading: Mash & Wolfe, Chapter 14 (pages 476-505) <b>Reflection #4</b>	4/28
<b>An Overview of Various Providers Who Work with Children and Adolescents in Different Settings</b>	4/30
<b>Case Presentations</b>	5/5
<b>Case Presentations</b>	5/7
<b>EXAM 4 (Chapters 12-14)</b>	<b>5/12</b> <b>(11 am-1 pm)</b>

## Course Evaluation Methods

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

### Reflections (40 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)

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.

### Case Presentation (100 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 given to the class.

### **In-Class Participation (60 points)**

Students will also **frequently** be asked to participate in other miscellaneous in-class assignments (e.g., group discussions/presentations, brief writing summaries, etc.) that will be described, detailed, and collected during class. Students will receive 10 points for completing these assignments, **and they cannot be made up if one misses class.**

### **Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Reflections (Homework Assignments)	4 reflection activities at 10 points each	40
Exams	4 exams at 100 points each	400
In-Class Assignments	Debates, Group Discussions, etc. at 10 points each	60
Case Presentation	Each student will write a 3-5 page paper and present the case that they reviewed in a 7-10 slide presentation	100
<b>Total:</b>	<b>100%</b>	<b>600</b>

### **Grade Determination**

**A = 537 – 600 pts; i.e., 90% or better**

**B = 475 – 536 pts; i.e., 80 – 89 %**

**C = 417 – 474 pts; i.e., 70 – 79 %**

**D = 360 – 416 pts; i.e., 60 – 69 %**

**F = 359 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). Note: If you come in late for an exam and another student has already turned in a completed exam, you cannot take the regular 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.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.

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Classroom Policies**

1. Since discussion is an essential part of this course, please come to class prepared and on time.
2. Please turn off your cell phones and pagers.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid, documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid, documented excuse, notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.
6. All work must be turned in during class. I will not accept emailed work unless you have a valid, documented excuse.

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing class, and they must share their reason for missing class. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.

To get the most out of this class your attendance is required.

- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.**
- If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid, documented excuse consists of a doctor's note documenting your illness or death in the family.

**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.***