

CHILD PSYCHOPATHOLOGY (EPSY 6240)

Instructor: Michele Lease, Ph.D.
Office: 325Y Aderhold Hall
E-mail: mlease@uga.edu
Phone: (O) 542-0889
Office Hours: by appointment

GOALS AND OBJECTIVES

This course serves as an introduction to the social, academic, cognitive, and behavioral difficulties exhibited by school-age children and adolescents who typically are referred for psychological and special education services. We will cover the psychiatric disorders of childhood (e.g., ADHD) in addition to disorders not specifically pertaining to childhood but that affect children and adolescents as well as adults (e.g. Mood Disorders). The overarching aim is for students to develop a working knowledge of the various disorders, including their diagnostic criteria, but also to “put a face on” each disorder. Specifically, the objectives of this course are for students to:

- (a) examine assumptions about the nature of abnormality
- (b) become familiar with descriptions of and criteria used in our current psychiatric classification system to diagnose a broad range of disorders
- (c) become familiar with the genetic, familial, and social-cultural factors associated with childhood disorders
- (d) think about how cultural, developmental, and contextual issues impact the development of disorder as well as our assessment of individuals for the presence of a disorder.

Class time will be used primarily for lecture, discussion, and presentations. *A premium will be placed on thoughtful, critical thinking and discussion of ideas.*

COURSE REQUIREMENTS

Assignment of Course Grades

Course grades will be assigned based on *case studies* (15%), the *project* (25%), and *3 exams* (60%).

Project. You will be required to complete a case description of a person (adult or child) with a DSM diagnosable disorder (or appropriate substitute). The purpose of this assignment is to “put a face” on various disorders and gain insight into some of the daily challenges confronting those with various types of disorders. You also will be asked to lead a class discussion about your findings.

Case Studies. Most weeks a reading from the casebook will be assigned. You will be responsible for reading, answering, and turning in assigned questions by the end of the class period for which it was assigned.

In-class examinations: Three in-class essay exams will be given. The last of these will take place 7-10pm on May 8, according to the final examination schedule.

REQUIRED TEXTS

Mash, E.J. & Wolfe, D.A. (2007). *Abnormal Child Psychology* (3rd edition). Belmont, CA: Wadsworth.

Kearney, C.A. (2006). *Casebook in child behavior disorders* (3rd edition). Belmont, CA: Wadsworth.

Attendance Policy

The following attendance policy is in line with the University of Georgia guidelines. (Keep in mind that there are only 15 class sessions per semester).

1. After 2 missed classes, students' final grade will be dropped one letter grade.
2. After 3 missed classes before midterm, students will be assigned a grade of “withdraw passing W.” If students miss 4 or more class sessions before the end of the semester, you will be assigned a “withdraw failing WF.”
3. Doctors' notes will be accepted to excuse absences; however, dates must match date absent from class.

4. Students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable), of this absence.
5. If students are absent when an examination is given, students will receive a “0” for the assignment or examination unless special arrangements have been approved in writing by the instructor prior to the absence.
6. Promptness is expected. Late arrivers disrupt the learning of everyone. Please be considerate of others. Repeated tardiness (30 min late for 3 class sessions) could result in a reduction of your grade or withdrawal from class.

Academic Honesty

The University of Georgia’s policies on academic honesty (in the Undergraduate and Graduate Bulletins) are strictly enforced in this class. Please familiarize yourself with these policies.

CLASS SCHEDULE AND READINGS

Jan 9: Introduction and syllabus

PART 1: Understanding abnormal child psychology

Jan 16: Introduction to normal and abnormal behavior	M & W Ch. 1; K Ch. 1 (Q1)
Jan 23: Theories and causes	M & W Ch. 2; K Ch. 10 (Q7)
Jan 30: Research	M & W Ch. 3
Feb 6: Assessment, Diagnosis, Treatment	M & W Ch. 4

Feb 13: EXAM 1

PART 2: Behavioral Disorders

Feb 20: Attention-Deficit/Hyperactivity Disorder (ADHD)	M & W Ch. 5; K Ch. 6 (Q1, Q3)
Feb 27: Conduct Problems	M & W Ch. 6; K Ch. 8 (Q1)

PART 3: Emotional Disorders

March 6: Anxiety Disorders	M & W Ch. 7; K. Ch. 2 (Q1; Q2)
March 13: SPRING BREAK	
March 20: Mood Disorders	M & W Ch. 8; K Ch. 3 (Q2; Q6)

March 27: EXAM 2

PART 4: Developmental and Learning Disorders

April 3: Mental Retardation/ Communication & Learning Disorders	M & W Ch. 9 (p 254-269); M & W Ch. 11; K Ch. 7 (Q7)
April 10: Autism and Childhood-Onset Schizophrenia	M & W Ch 10; K Ch. 11 (Q4; Q7)

PART 5: Problems related to physical and mental health

April 17: Eating and Substance Use Disorders

M & W Ch. 13 (pgs. 376-381; 383-402)

M & W Ch. 12 (pgs. 370-375)

K Ch. 4; K Ch. 9 (Q1)

April 24: Child Maltreatment and Non-accidental Trauma

M & W Ch. 14

K Ch. 13 (Q1)

May 8: EXAM 3