**CHILD PSYCHOPATHOLOGY**

PSY 234/ HHV 244/EDU 234: Fall 2016  
Tuesdays and Thursdays 8:15 – 9:30  
Chambers 10

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**INSTRUCTOR INFORMATION**

Dr. Lauren Stutts '05  
Health and Human Values Department  
Email: lastutts@davidson.edu  
Office Location: Preyer 114  
Website: www.laurenstutts.com

**OFFICE HOURS:**  
Mon. morning  
All day Weds.  
Make an appt

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**COURSE OVERVIEW**

This course will focus on major forms of atypical development in childhood and adolescence. These include disorders of behavior, disorders of emotion, developmental and learning problems, and problems related to physical and psychological health. You will learn about the defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention for a wide range of child and adolescent disorders. Balanced coverage will be given to developmental, clinical-diagnostic, and experimental approaches. We will trace the possible development course of each disorder and show how biological, psychological, and socio-cultural factors interact with the child's environment to determine its expression. First-person accounts and case examples will be used to enrich your understanding of what children with these disorders experience.

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**LEARNING OUTCOMES**

- Explain basic characteristics and determinants of atypical forms of development in children and adolescents
- Identify current conceptual frameworks for defining and understanding developmental disturbances in childhood and adolescence
- Distinguish approaches to classification, diagnosis, and assessment
- Evaluate conceptual challenges associated with the study of developmental disturbances
- Critically examine current research findings on various types of developmental psychopathology
- Evaluate current approaches to intervention and prevention and their effectiveness
- Identify diversity/ethical topics and explore the future landscape of child psychopathology research
- Design and implement a program about emotional health at Davidson Elementary with a team
- Present your emotional health program with your team to the class
- Develop and improve APA writing skills, oral communication skills, and teamwork skills
REQUIRED TEXT
A child psychopathology memoir of your choice (see details in “Paper” section)

WEBSITES
Moodle Website: http://moodle.davidson.edu/moodle2/
Book: http://www.sagepub.com/weis2e/study/default.htm
APA: https://owlenglish.purdue.edu/owl/resource/560/01/

ACADEMIC INTEGRITY
Academic integrity is a cornerstone of the Davidson experience. Please see the Davidson Honor Code for more information: http://www.davidson.edu/about/distinctly-davidson/honor-code. Please ask questions if you are unsure what constitutes a violation of the Honor Code.

On my honor I have never given nor received unauthorized information regarding this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violation of the Honor Code by others.

THE WRITING CENTER
Davidson offers a free writing consultation program for you to have your ideas and writing reviewed by your peers. These students are handpicked for their expertise and are trained to assist you. You can learn more about this program and schedule an appointment at this website:
https://www.davidson.edu/offices/ctl/students/writing-center.

LIBRARY SERVICES
For research projects, please consult the librarians. They can help you narrow your search terms, find sources, and order sources from other libraries, among other tasks. You can learn more about how to set up a consultation at this website: http://davidson.libguides.com/askalibrarian.

GROWTH MINDSET
In this course, you will learn a significant amount of material about childhood disorders, which will require learning how to diagnose and treat them. In addition, this course focuses on application, which can be challenging. Please approach the learning process with a growth mindset—you will make mistakes and have to work hard to improve over time.
PROFESSIONAL ETIQUETTE

Maintaining appropriate comportment inside and outside of the classroom is critical for professional development. You are held accountable for your behavior.

- **Attitude:** Please maintain a positive and respectful attitude. Remember that you chose and value an academically rigorous institution, and it is a privilege to be here.

- **Promptness:** Make sure to arrive to class on time for mutual respect. I will be in class on time and end on time; therefore, I expect reciprocity from you in the same regard. Similarly, if you make an appointment with me, make sure you show up to the appointment on time. If you need to cancel for an unforeseen circumstance, then please apologize.

- **Deadlines:** Turn your assignments in by the deadline. I do not grant extensions unless I hear from the Dean of Students' office that you have an extenuating situation. If something comes up, then you need to turn in what you have by the deadline.

- **Email:** When emailing me, please write to me in a professional way: http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html. I'm happy to answer questions via email. However, if it is a logistical question, make sure you have checked the syllabus, Moodle, and another student in the class before emailing me.

- **Technology:** You are encouraged to bring a Smart device with you for classroom activities. We will be using an application in which you will submit attendance and answers to questions. However, you are not allowed to use those devices for activities unrelated to class. Per Davidson College policy, you are prohibited from using audio or video recording in class without permission from the professor. Permission will be granted on a case-by-case basis or if you require specific accommodations authorized by the Dean of Students Office. Students who are authorized to use recordings are prohibited from copying or distributing them.

INCLUSIVE CLIMATE

We respect and affirm all people regardless of their age, gender identity, culture, race/ethnicity, nationality, disability status, sexual orientation, religion, or socioeconomic status. Please be inclusive, sensitive, and mindful of everyone.

ACCOMMODATIONS

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework should contact Nance Longworth at nalongworth@davidson.edu to discuss appropriate accommodations. More information is also available at this website: http://www.davidson.edu/academics/academic-support/access-and-disabilities-resources. Please see me as soon as you know you need an accommodation, and I will be happy to meet your needs. These matters will be confidential unless you request otherwise.

Your beliefs become your thoughts, your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, your values become your destiny.
~ Mahatma Gandhi

Cartoon posted with permission
PARTICIPATION + (10%)

- **Attendance:** Attendance will be taken at each class through technology. You will need to contact me as soon as possible about excused absences (e.g., athletic event, death in the family). Moreover, please look carefully at the syllabus during the first week of class. If any of the assignments conflict with a major religious holiday for your faith, then please let me know. I will make every effort to make the necessary accommodations. You will need to email me and pledge that you have an excused absence, citing the reason. It is the policy of the college that students may not miss more than 25% of the scheduled classes in a course to pass; therefore, you will receive an automatic F should you exceed that percentage. It is your responsibility to sign in for each class. You are also expected to arrive to class on time. If you are late, it will likely be distracting for the professor and fellow students. If lateness to class becomes a concern, then your participation grade will be affected.

- **Participation in Class:** Participation includes being prepared for class, having completed required readings, sharing in discussions, and being respectful of other students. Midway through the semester and at the end of the semester, you will provide your own assessment of your participation. Those assessments will be considered when I make my final grade for your participation.

- **Question Sets:** Typically on Thursdays, you will have 5 questions on the weekly readings to answer via socrative. The question sets are to make sure you are reading and studying regularly and to help you practice questions before the exam. Your scores will count toward your participation grade.

- **Forum Posts:** You are expected to post to the class forum once a week—either with your own posting or a response to another posting. These will be graded on a pass/fail basis. Late or missing forum posts will result in a reduction in your participation grade. Please see separate guidelines on Moodle about forum expectations.

- **Time Investment:** Overall, per the academic regulations, you should expect to spend 12 hours of time related to class activities per week: 3 hours in class; 6 hours reading, posting to the forum, and studying; and 3 hours working on papers/other assignments.
ASSESSMENT (10%)
Pick one of the books below to read about someone’s in-depth experience with a one of the below disorders. Write a 6- to 8-page response paper to the book. What appear to the causes and consequences of the problematic symptoms and behavior? Is there evidence that the individual meets criteria for a diagnosable disorder? More details will be posted on Moodle. It is due on Friday, Oct. 7th by 5:00pm.


INTERVENTIONS (15%)
Application is important when learning about child psychopathology. This course involves a community-based project to teach children how to regulate their emotions, which will allow for observation and experience working with children. The second intervention application is a paper on a specific disorder and intervention, which will allow for a deeper dive into a specific area as well as an increased understanding of how interventions are conducted through research.

- Group Project (5%): You will be assigned to a group of 4 and will present a brief presentation with your group to (1) to children at the local school and (2) to class. Your group will be assigned an area of child psychopathology. You will create a program to communicate the topic to elementary school-aged children. You should incorporate a brief interactive activity (e.g., Pictionary) to complete with the children that relates to the topic. For your presentation in class, you will demonstrate what you completed and talk about the experience. More details will be posted on Moodle.

- Intervention Paper (10%): Pick a specific disorder/problems in child psychopathology and research interventions for that disorder in depth. Your paper should be 6 to 8 pages (not including references) and should include at least 5 peer-reviewed articles that we did not discuss in class. More details will be posted on Moodle. It is due on Friday, Dec. 2nd by 5:00pm.

EXAMS (45%) AND FINAL (20%)
The first three exams are non-cumulative, but the final includes all course information. All exams will be completed in class and will be composed of multiple choice, fill-in-the-blank, and short answers/essays. The final is a self-scheduled examination during the week of December 9th-15th.
## Schedule

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<tr>
<th>THEMES</th>
<th>DATE</th>
<th>TOPIC</th>
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<tr>
<td><strong>BLOCK 1: Introduction to Child Psychopathology and Behavioral Disorders</strong></td>
<td>Tues., Aug. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Introduction</td>
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<td>Thurs., Aug 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Research</td>
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<td>Tues., Aug. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Theories</td>
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<td>Thurs., Sept 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Assessment &amp; Diagnosis</td>
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<td>Tues., Sept. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ADHD</td>
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<td>Thurs., Sept. 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues., Sept 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Oppositional/Conduct Disorders</td>
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<td>Thurs., Sept. 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues., Sept 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Substance Use Disorders</td>
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<td>Thurs., Sept. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>EXAM #1</td>
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<td><strong>BLOCK 2: Emotional Disorders</strong></td>
<td>Tues., Sept. 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Anxiety Disorders</td>
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<td>Thurs., Sept. 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues., Oct. 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mood Disorders</td>
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<td>Thurs., Oct. 6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues., Oct. 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>FRIDAY: Assessment Paper Due</strong></td>
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<td>Thurs., Oct. 13&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Tues., Oct. 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Fall Break</td>
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<td>Thurs., Oct. 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Child Maltreatment</td>
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<td><strong>BLOCK 3: Developmental and Learning Disorders</strong></td>
<td>Tues., Oct. 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Childhood Schizophrenia</td>
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<td>Thurs., Oct. 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>EXAM #2</td>
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<td>Tues., Nov. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Autism Spectrum Disorder</td>
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<td>Thurs., Nov. 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>Tues., Nov. 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Intellectual Disabilities</td>
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<td>Thurs., Nov. 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>CHILD FIELDWORK AT DAVIDSON ELEM.</strong></td>
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<td>Tues., Nov. 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>CLASS PRESENTATIONS</td>
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<td>Thurs., Nov. 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Communication Disorders</td>
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<td><strong>BLOCK 4: Health-Related Disorders</strong></td>
<td>Tues., Nov. 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Health-Related Disorders</td>
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<td>Thurs., Nov. 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Thanksgiving Break</td>
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<td>Tues., Nov. 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Eating Disorders</td>
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<td>Thurs., Dec. 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Pediatric Psychology</td>
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<td>Tues., Dec. 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>FRIDAY: Intervention Paper Due</strong></td>
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<td>Review &amp; Course Evaluations</td>
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**CUMULATIVE FINAL**

Self Scheduled Dec. 9<sup>th</sup> – 15<sup>th</sup>