



**PCP 662 Child And Adolescent
Psychopathology
SYLLABUS**

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Spring 2010
Wednesdays 6:00 pm to 8:45 pm

COURSE DESCRIPTION

This course is a study of child and adolescent psychopathology. The assessment, diagnosis, etiology, disorder maintenance, and intervention/treatment of child and adolescent disorders will be explored within a developmental context.

STUDENT LEARNING OUTCOMES: MA IN COUNSELING

Upon completion of the MA in Counseling degree the program participants will be able to:

Objective One

- *Identify* appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

Objective Two

- *Demonstrate* competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

Objective Three

- *Explain* the interface between therapist responsibility and the professional, spiritual, social and political context of treatment.

COURSE OBJECTIVES

Pursuant to the stated learning outcomes of the MA in Counseling degree, this course will address elements in Objective One and Objective Two. Upon successful completion of the course, the student should be able to:

1. Discriminate between the most common childhood and adolescent psychopathologies by applying the DSM-IV's diagnostic criteria for the major child and adolescent diagnostic categories.
2. Select appropriate assessment techniques for use with children and adolescents to arrive at an appropriate diagnosis. Students will be trained to use the Child Behavior Checklist as a diagnostic instrument to assist in multi-axial diagnoses.
4. Make appropriate multiaxial diagnoses as prescribed by the DSM-IV.

5. Identify the etiological factors involved in the development of child and adolescent disorders.
6. Create an intervention/treatment plan for an adolescent or child who is presenting behaviors characteristic of the most common childhood and adolescent disorders.
7. Select appropriate mental health professionals to cooperate with in a multidisciplinary treatment team.
8. Successfully answer the abnormal psychology questions of the National Counselor Examination as it applies to child and adolescent problems.

REQUIRED TEXTBOOKS

A \$25.00 fee will be required of students as a lab fee to defray the costs of psychodiagnostic materials that will be used as a part of the course structure.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders, text revision (5th ed.)*. Washington, DC: APA. ISBN-10: 0890420254. ISBN-13: 978-0890420256.

OR

American Psychiatric Association (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR*. Washington, DC: APA. ISBN-10: 0890420270. ISBN-13: 978-0890420270.

Jongsma, A.E., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (Contributing Eds.) (2006). *The child psychotherapy treatment planner (4th Edition)*. New York: John Wiley & Sons, Inc. ISBN-10: 0471785830. ISBN-13: 978-0890420270.

Mash, E. J., & Wolfe, D. A. (2010). *Abnormal Child Psychology (4th ed.)*. Belmont, CA: Wadsworth. ISBN-10: 0495506273. ISBN-13: 978-0495506270.

RECOMMENDED TEXTBOOKS

American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington DC: Author.

Jongsma, A.E., Peterson, L.M., McInnis, W.P. & Bruce, T.J. (Contributing ed.) (2006). *The adolescent psychotherapy treatment planner (4th Edition)*. New York: John Wiley & Sons, Inc.

METHODOLOGY

The format of the course will consist of lectures, guest speakers, class discussions, case studies, multi-media presentations, assignments, a midterm examination and a final comprehensive examination.

COURSE REQUIREMENTS

1. Professionalism and courtesy in regard to class attendance is expected.
2. Active participation in class discussions is expected and will account for 10% of the overall grade for the class. The quality of these participations will also be evaluated when the grade is determined.
3. Periodic class tests on prescribed subject matters will account for 25% of the overall grade.
4. A case study in which the student will use the Child Behavior Checklist to assess a (real or imagined) child. The case study will include a psycho-social background, a “reason for the referral”, a discussion of the test results and a treatment plan for the child. The case study will account for a further 20% of the grade.
5. A final comprehensive examination covering all text, lecture, class discussions, speakers, and multi-media presentations will account for a further 25% of the overall grade for the class.
6. A 12 to 15 page research paper on one of the topics in the following list will be submitted during the course of the semester. Topics will be allocated on a “first-come-first-served” basis to ensure that all the topics will receive attention during the semester.
 1. Sleep deprivation and behavioral problems
 2. Influence of TV and video games on behavior
 3. Children’s diets and behavior
 4. Lead paint behavioral problems
 5. Exercise and sport participation and behavioral problems
 6. Clubs/scouts and its protective effect on childhood pathology
 7. Single parent homes and behavior problems
 8. Divorce and family violence and childhood adjustment
 9. Extended hospital stays and behavior problems
 10. Death in the family and behavioral problems of siblings
 11. Pre-natal maternal behavior and childhood pathology
 12. Urbanization and behavioral problems
 13. Poverty childhood pathology
 14. Gang membership and psychopathology
 15. Smoking (including “third hand smoke”
http://www.nytimes.com/2009/01/03/health/research/03smoke.html?_r=1&em)
and drug abuse

16. Juvenile delinquency
17. School bullying

It will be expected of the student to provide a literature review on the latest research on the subject that is available in the peer-reviewed literature. The paper should also include

- a. Presentation of a case study
- b. Description of the symptomology
- c. Assessment techniques for this disorder, where applicable
- d. Preferred therapeutic interventions of treatment
- e. Prognosis
- f. Your personal reaction, opinion, Christian perspective of the disorder and your vision of how the church can play a role to prevent, or ameliorate the effects of this disorder (you may write in first person, here).

Papers will be typed, double-spaced and properly referenced using the guidelines of the current APA style manual.

- All documents and assignments must be submitted electronically by email, double-spaced, in a Word format and written in New Times Roman (12 points). ***No paper copies will be marked.***
- The subject line of your email must include the words “PCP 662 Psychopathology/your name”. Nothing else should be written in the subject line.
- The email address to which the professor must reply must be included on the front page of the document. Failure to do so will result in the paper not being returned to the student.
- The reference list will consist of at least 12 resources (none older than 10 years old) and at least 8 being professional, peer-reviewed journal articles. Unless it can be substantiated, none of these resources will be internet-based resources

The paper will account for 20% of the overall grade for the class. The grade will be based on the correct use of APA guidelines, for the readability of the document (including spelling, vocabulary, syntax, logical presentation of ideas and paragraph structure) and the utility of the information that is presented in the document. A rubric that will be used to mark this paper is included as an addendum to this syllabus.

The student will make a presentation on their research the week following their date of submission. The class presentation need not be more than 15 minutes and should provide the students in the class a summary of your research results. The use of a case study for this purpose is encouraged. The class presentation will account for a further 5% of the class grade.

The paper will be due on dates to be determined by the professor. These dates will be determined by the date when the student will be expected to do the oral

presentation of their research to the class. Eight days before the date of the class presentation the student will be expected to submit their paper.

Because these papers will form the basis of the class presentation the next week, any delays in submitting the research paper on time will result in one grade reduction for each day that exceeds the due date. Exceptions to this rule can be made under abnormal circumstances and should be addressed to the professor. The submission of your paper the week earlier will allow the professor to make copies available to each person in the class.

GRADING PROCEDURES

Here is a summary of the weighted distribution of each element that will contribute to the overall class grade:

| | |
|--|-----|
| Spontaneous classroom participation | 10% |
| Weekly class tests/community practicum | 25% |
| Case study using CBCL | 20% |
| Final examination | 20% |
| Research Paper | 20% |
| Class presentation | 5% |

GRADE BREAKDOWN

The following grade breakdown will be used in the course:

- A+= Work is publishable
- A = 94-100% (Excellent Work)
- A- = 90-93% (Excellent, but...)
- B+ = 87-89% (Very good work)
- B = 84-86% (Good work)
- B- = 80-83% (Good work, but...)
- C+ = 77-79% (Fair, but almost good enough)
- C = 74-76% (Fair work)
- C- = 70-73% (Just passable)
- D+ = 67-69% (Poor but almost made it)
- D = 64% -66% (Poor)
- D- = 60%-63% (Highly questionable)

PROVISIONAL CLASS PLANNING

| Date | Session | Mash & Wolfe Chapters | Other |
|---------|---------|--------------------------------------|--|
| Jan. 6 | One | | Introductions, syllabus, assignments, using the Thomson search engine. |
| Jan. 13 | Two | 1: Introduction to abnormal behavior | "Born to be bad" (25 minutes) |

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|----------|----------|---|---|
| | | 2: Theories and causes | |
| Jan. 20 | Three | 4: Assessment, diagnosis and treatment. Multi-axial diagnosis on DSM IV | “Insanity defense”, “Mental competency” |
| Jan. 27 | Four | 5: ADHD | “ADHD” (World of Abnormal Psychology), “Over diagnosed” |
| Feb. 3 | Five | 6: Conduct Problems | “CD” (World of Abnormal Psychology) “Pre-school Aggression” Report |
| Feb. 10 | Six | Chapel: 6:00 to 7:15 Treatment Plans for Children | Jongsma (et al., 2006) |
| Feb. 17 | Seven | 7: Anxiety Disorders | “Separation anxiety”, “OCD”, “Anxiety 911”, “Panic Attacks”, “PTSD” |
| Feb. 24 | | Spring Break | |
| March 3 | Eight | 8: Mood Disorders | “Childhood Depression” Presentations |
| March 10 | Nine | 9, 10 & 11: Developmental and Learning Disorders | “Autism”, “Aspergers”, “Down’s Syndrome” Presentations |
| March 17 | Ten | 12: Health and Substance Abuse | “Fighting addiction” Presentations |
| March 24 | Eleven | 13: Eating Disorders | “Eating Disorders” Presentations |
| March 31 | Twelve | Chapel: 6:00 to 7:15 (Passion Week) | Case Study Due |
| April 7 | Thirteen | 14: Maltreatment | Parenting Model |
| April 14 | Fourteen | Overflow | |
| April 21 | | Final exam | |

AGTS Rubric for the Evaluation of the Quality of Student Writing

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

| | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| A. TOPIC SELECTION/RATIONALE FOR STUDY | | | | | |
| 1. The student gives a clear, cogent rationale for the choice of the subject | | | | | |
| 2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field | | | | | |
| 3. The research goals are clearly stated (what data or information they intend to acquire) | | | | | |
| 4. There's evidence that the student has read widely enough to identify the major issues | | | | | |
| 5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic | | | | | |
| B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC | | | | | |
| 1. The student has chosen a research methodology that is adequate to the stated goals of the study | | | | | |
| 2. The outline of the paper reveals that the investigation of the topic is comprehensive enough and covers the topic adequately | | | | | |
| 3. The outline of the paper is coherent and provides a logical development from concept to concept | | | | | |
| C. CRITICAL THINKING SKILLS | | | | | |
| 1. The student has engaged a broad spectrum of views related to the chosen topic | | | | | |
| 2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions | | | | | |
| 3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position | | | | | |
| D. BASIC WRITING SKILLS | | | | | |
| 1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar | | | | | |
| 2. The appropriate style format was used (Turabian or APA) | | | | | |
| 3. The writing style is clear, straightforward, and easily understood | | | | | |
| 4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought | | | | | |

This syllabus was prepared by Dr. Johan Mostert on October 1, 2009. The professor reserves the right to expand, change, or otherwise alter this syllabus as may be necessary as the class progresses.