

Child and Adolescent Psychopathology  
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Linfield College

**Text:** Wilmshurst, L. (2005). *Essentials of Child Psychopathology*. Hoboken, NJ: John Wiley and Sons, Inc.

**Mission:**

- To learn as much as humanly possible about child and adolescent psychopathology :)

**Objectives:**

- To cultivate critical thinking
- To improve writing skills
- To gain an appreciation of the importance of research to our understanding of childhood psychopathology
- To develop an understanding of the major categories of childhood psychopathology, including the symptoms, theories of etiology (causes), and treatments

**Schedule:**

<i>Date</i>	<i>Topics</i>	<i>Reading</i>
Week 1	<u>Introduction</u> Normal vs. Abnormal Theory and Research The DSM Classification System	Chapters 1, 2, 3
Week 2	<u>Externalizing Disorders</u> Attention Deficit Hyperactivity Disorder Oppositional Defiant Disorder Paper Topic: Do Wilderness Therapy Programs Work?	Chapter 4
Week 3	<u>Juvenile Delinquency</u> Conduct Disorder Childhood Aggression	Chapter 8
Week 4	Live Class <u>Schools and Psychopathology</u> What can/should schools do to help kids with psychological disorders? Test #1	
Week 5	<u>Mood Disorders</u> Depression Suicide	Chapter 6



## **Course Requirements:**

### ◆Participation in Discussion:

Discussion is a critical aspect of this class and everyone is expected to participate each week. Discussions will open each week on Monday by noon and will close Saturday at Midnight. I'll begin the discussions using a question that was posed in the lectures.

Typically there will be two discussions. There will be a "Questions" discussion always open where you can ask questions you may have about the readings or any concepts you do not understand. If you do not participate in the class discussion you will be docked points.

### ◆Live Classes

There will be three "live" classes during the term. These are large conference calls; you will phone in to a central phone number and get patched into our class. I realize that online students like the asynchronous nature of online classes, but as a teacher I feel the need for us to connect in real time, at least a few times. You are required to participate in 2 of the 3 live classes and will get extra credit for participating in all three.

### ◆Research Papers

You will be completing 3 research papers. Each paper will be 3-4 pages long and contain at least 2 references that are research journals. Referencing books or websites is not adequate. This will require accessing library resources. The topics for the papers are listed in the syllabus and coincide with the discussion topics for the course. Each paper needs to be well organized and have a beginning, a middle, and an end. The paper is due on the Monday that particular topic will be covered in class (see the class schedule) You will lose 10 points for each day your project is late. Always put your name on your papers.

### ◆Book Review

Read a book from the Booklist (at the end of the syllabus) and write a book review. A good book review includes a summary of the book but includes some criticism and analysis of the book. For more hints about how to write a book review visit the sites listed below. Be sure to discuss the book as it relates to what have learned in this class, including relevant theory and research and references to your text and/or lectures.

<http://leo.stcloudstate.edu/acadwrite/bookrev.html>

[http://www.indiana.edu/~wts/pamphlets/book\\_reviews.shtml](http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml)

P.S. You are limited to the books listed in the syllabus. Please do not ask if you can read something that is not on the list – the answer will be no.

All papers will be graded using the following criteria:

**Presentation:** Papers should be 3-4 pages and contain no errors in grammar or spelling

**Clarity:** Papers should be very clear, concise, well organized, and have good flow of ideas

**Proper References:** At least 2 references need to be journal articles

**Related to Text and Lecture:** Papers should correctly reference information we've covered in this course

**Build on Knowledge from the Course:** Papers should discuss concepts and issues covered in the course and extend it so you are not merely repeating course material. I'm looking for "value added." Combine ideas, give your opinion, extend the topic beyond the basics.

#### ◆ Tests and Final Exam

There will be three tests and a final exam. Each test is worth 25 points. The final exam is comprehensive and is worth 50 points. Material for tests will come from the textbook, lectures, and discussion. Once you open a test you will have 50 minutes to complete it. 100 minutes will be provided for the final exam. Grades will be posted after everyone has taken the test.

#### **Grading:**

Live Classes	5 points each – must do 2/3	10 points
Research Papers	15 points each – three	45 points
Book Review		20 points
Tests	25 points each – three tests	75 points
Final Exam		50 points

Course Grades will be based upon the percentage of total points earned. The following Scale will be used. The total number of points possible is: 200

	B+	87%	C+	77%	D+	67%	
A	93%	B	83%	C	73%	D	63%
A-	90%	B-	80%	C-	70%	F	60% and below

**Academic Integrity:** I fully expect that all students will be turning in work that is completely their own. Scholastic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, please consult with the instructor before you turn your work in. The following are examples of academic dishonesty: Receiving answers or information from another person during an exam, using notes during an exam, collaborating with other students on projects and plagiarism. If I discover you are plagiarizing or cheating you will receive a zero for that paper or test and you will have no opportunity to make it up. This may result in an F for the course. The incident will be reported to Dr. Kate Bemis and the Dean of Students and there may be further action taken by Linfield College.

**Students with Disabilities**

Students with documented disabilities, who may need accommodations or who have any emergency medical information I should know of should make arrangements with me as soon as possible, no later than the first week of the term.

More information is available about the on-line/technical aspects of this course on the Welcome Page. Please be sure to see: “Top Ten Ways to Make Your Psychology Professor Happy”

**Booklist** (this is a work in progress)

Thinking in pictures: My life with autism (2006) by Temple Grandin

Cutting: Understanding and overcoming self mutilation (1998) by Steven Levenkron

Wasted: A memoir of anorexia and bulimia (2006) by Marya Hornbacher

Gang leader for a day: A rogue sociologist takes to the streets (2008) by Sudhir Venkatesh