

**ABNORMAL BEHAVIOR OF CHILDREN**

Psychology 510  
Course Syllabus  
Spring 2012

**Schedule:** Tuesday & Thursday 1:00 – 2:15 PM

**Location:** Bradley 107

**Instructor:** Mark Coe, Ph.D.

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**Office:** Medford 230

**Phone:** 313-7057

**Office Hours:** Tuesday & Thursday 12:00 – 1:00 PM, by appointment,

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**I. Student Learning Objectives**

- A. The student will be able to list and describe the mental health conditions presented in the course.
- B. The student will be able to explain the developmental psychopathology approach to understanding the mental health problems of children.
- C. The student will be able to describe and discuss Bronfenbrenner's Ecological Systems Theory and how this approach is used to explain the influence of environmental and cultural factors on the mental health problems of children.
- D. The student will be able to list and describe epidemiological factors (e.g. factors related to the distribution and causes of disease) related to the mental health conditions presented in the course.
- E. The student will be able to examine case presentations, individually and in groups, of children with mental disorders and select the correct diagnoses using criteria set forth by the Diagnostic and Statistical Manual of the American Psychiatric Association.
- F. The student will be able to identify various psychological assessment instruments and select the appropriate instrument to assist in diagnosis and treatment.
- G. The student will be able to list and describe empirically validated treatments for the mental health conditions presented in the course, choose the appropriate treatments for specific diagnoses, and evaluate the risk and benefits of various treatments.
- H. The student will be able to describe and discuss how issues of human diversity influence the ways people understand and address mental health problems of children. The student should be able to incorporate this information into their analysis of case presentations.
- I. The student will be able to explain the influence of the stigma that children and families living with mental illness face.

- J. The student will be able to paraphrase and explain articles from peer reviewed psychological journals orally and in writing.
- K. The student will be able to produce a research paper exploring a mental health condition utilizing scholarly and peer reviewed literature. This paper will provide information on cultural factors, causes, distribution, diagnosis, and treatment of the condition examined.
- L. The student will be able to use PowerPoint to create a group presentation detailing an analysis of a case presentation.
- M. The student will be able to interview a parent and produce a paper exploring the influence of developmental issues in raising children, examining the impact of cultural issues on child rearing, and comparing their views on child rearing with the person they interviewed.

## **II. Text**

**Required Text:** Wicks-Nelson, R & Israel, A. (2009). *Abnormal Child and Adolescent Psychology* (7<sup>th</sup> ed.). Upper Saddle, NJ: Prentice Hall

**Recommended Text:** American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**Recommended Text:** American Psychiatric Association. (2000). *Quick reference to the diagnostic criteria from DSM-IV*. Washington, DC: American Psychiatric Association.

## **III. Course Requirements and Grading**

**A. Class Lecture and Discussion Sessions:** Lectures are designed to compliment the assigned material in the text. Specific topics in each chapter will be examined in the context of the environments that children live in. During lectures you will be presented material that brings together the various topics in a chapter allowing for a more comprehensive view of that topic. Regular attendance in class is expect and lends itself to optimal performance in activities required for the class. During class time all electronic devices should be turned off, and no discussion should take place that is not related to the lecture. Students are expected to be respectful of each other and the beliefs of others in the class.

**B. Exams:** There will be a midterm and a final, and both exams will include multiple choice and short essay questions. The final will cover information presented in the last half of the course and will not be cumulative. The exams will cover materials presented in the lectures and the text.

**C. Case Analysis:** Students will work individually and in groups to analyze case presentations for each class of disorders reviewed in the course. Students will be asked to briefly present relevant contextual factors (gender, ethnicity, race, physical challenge, ect), discuss methods of assessment, formulate a diagnosis, and present a plan for treatment.

**D. Article Review:** At least once a week, a group of students will be required to facilitate a discussion of an article from a peer reviewed journal. Each student in the group will also be required to independently write papers summarizing the article. The articles will explore clinical issues within diverse populations. The summary papers should be between one and two pages in length.

**E. Child Rearing Paper:** Interview a parent/caretaker about her/his concerns about raising her/his child. Try to interview someone whose experiences and background is different from your own (e.g. a caretaker of a different gender, social class, sexual orientation, race, ect.). Write a paper (5 typewritten pages, double-spaced, 12 pt font text) that describes her/his perspective about child rearing and identify prominent concerns about children and child rearing. Include appropriate developmental milestones. Describe how cultural values/beliefs, ethnicity, and generational differences specifically influence child rearing practices. Further, discuss ways in which these beliefs are different and/or similar to your own.

**F. Research Paper:** Students will be required to write a research paper exploring a disorder assigned by the instructor. The paper should include information regarding epidemiological factors (e.g. etiology, prevalence, ect.), techniques and instruments used in the assessment of the condition, and empirically validated treatment options for the disorder.

**G. Group Project:** Students will be assigned to groups and required to present an analysis of a case presentation involving a child or adolescent with a disorder discussed in class. The presentation should provide information about the disorder or disorders, background information for the child and family, relevant social, economic, political, or cultural factors pertinent to the case, a plan for assessment, a diagnosis, and a plan of treatment based on an empirically validated intervention. A five to seven page write up should accompany the presentation detailing the information stated above and will be due on the day that the group presents their case.

- **All papers submitted in this course should be typed in the format suggested in the Publication Manual of the American Psychological Association.**

#### **Methods of Evaluation**

Group Project	20%
Child Rearing Paper	15%
Research Paper	15%
Article Review	10%
Case Analysis	10%
Midterm	15%
Final	15%

**Dates**

January 10  
 January 12  
 January 17  
 January 19  
 January 24  
 January 26  
 January 31  
 February 2  
 February 7  
 February 9  
 February 14  
 February 16  
 February 21  
 February 23  
 February 28  
 March 1  
 March 13  
 March 15  
 March 20  
 March 22  
 March 27  
 March 29  
 April 3  
 April 5  
 April 10  
 April 12  
 April 17  
 April 19  
 May 1

**Reading Assignment & Topic**

Introduction  
 Introduction/Ethics  
 The Developmental Psychopathology Approach  
 Biological & Environmental Context  
 Biological & Environmental Context  
 Research Methods  
 Classification, Assessment, and Intervention  
 Classification, Assessment, and Intervention  
 Mood Disorders, **Child Rearing Paper Due**  
 Mood Disorders  
 Mood Disorders  
**Exam 1**  
 Anxiety Disorders  
 Anxiety Disorders  
 Anxiety Disorders  
 Conduct Problems  
 Conduct Problems  
 Attention Deficit and Hyperactive Disorder  
 Attention Deficit and Hyperactive Disorder, **Res. Paper Due**  
 Learning and Language Disorders, **Groups Assigned**  
 Learning and Language Disorders  
 Intellectual Disabilities  
 Intellectual Disabilities  
 Pervasive Developmental Disorders and Schizophrenia  
 Pervasive Developmental Disorders and Schizophrenia  
 Disorders of Basic Physical Functions  
 Disorders of Basic Physical Functions  
 Group Projects  
**Final, 1 PM**

- **The instructor reserves the right to make changes to the schedule as needed.**

**IV. Statement on Academic Integrity**

You will be penalized in this course for violations of academic integrity. Cheating on an exam is the most likely violation that would occur in this class. However, violations also include (but are not limited to) the following categories: cheating; plagiarism; fabrication, falsification or sabotage of research data; destruction or misuse of the university's academic resources—alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Rules of Academic Responsibility could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. A complete copy of the Rules of Academic Responsibility can be found on the University's policy and procedures web page at <http://www.sc.edu/policies/staf/staf625.html>.

**University of South Carolina Lancaster  
General Education Goals**

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen fields, and to assume the responsibilities of informed and enlightened citizenship.

From a broad commitment to equity, USC Lancaster

- Seeks to make education accessible, affordable, and convenient
- encourages teaching innovation and adaptation
- encourages participatory student learning
- provides a supportive educational climate that actively and positively
- addresses intellectual and cultural diversity, and
- responds affirmatively to the needs of its students

USC Lancaster works to help its pre-baccalaureate students attain skills and attributes in the areas of communication, critical thinking, cultural literacy, and personal development. Students in the two-year occupational programs focus on those areas most appropriate to their professional education program.

**Communication Skills**

USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

**Critical Thinking**

USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/ or computational skills.

**Cultural Literacy**

USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, USC Lancaster students also are offered opportunities to increase their understanding and familiarity in these crucial subject areas.

**Student Development**

USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.