

DEREE COLLEGE SYLLABUS FOR:

PS 4443 CHILDHOOD AND ADOLESCENCE PSYCHOPATHOLOGY-LEVEL 6

(Updated Fall 2015)

**3/0/3
UK CREDITS: 15**

PREREQUISITES: PS 1000 Psychology as a Natural Science
PS 1001 Psychology as a Social Science
PS 2147 Analysis of Behavioral Data – Level 4
PS 3208 Developmental Psychology: Childhood &
Adolescence – Level 5

CATALOG

DESCRIPTION: Comprehensive and critical evaluation of theories and research on the etiology of different types of psychopathology in infancy, childhood, and adolescence. Applications of psychometric tests and assessment, and evidence-based treatment and prevention programs.

RATIONALE: This course is an in-depth study of the different conceptual models of developmental psychopathology. It provides the student with a comprehensive approach to the psychological disorders affecting infants, children and adolescents when the developmental process goes astray due to a complex interplay of constitutional, familial, and cultural factors.

LEARNING OUTCOMES: As a result of taking this course, the student should be able to:

1. Demonstrate an in-depth understand and critically evaluate the classification and symptoms of different disorders occurring during infancy, childhood and adolescence.
2. Compare without guidance the neurobiological, psychodynamic, behavioral, and sociocultural approaches to developmental psychopathology, with regard to their causes, dynamics, treatment and prevention.
3. Analyse and synthesize with minimal guidance troublesome and at-risk behavior, in light of the developmental tasks and processes that characterize human growth.
4. Communicate independently the main principles of the different therapeutic approaches to childhood and adolescence psychopathology (psychodynamically oriented psychotherapy, humanistic therapy, behavior therapy, cognitive behavioral therapy, group therapy, pharmacotherapy, and family therapy) and evaluate their relative effectiveness.
5. Identify the ethical principles involved in the assessment and therapy of infants, children and adolescents.

METHODS OF TEACHING AND

In congruence with the teaching and learning strategy of the

LEARNING:

College, the following tools are used:

- Classes consist of lectures, class discussions, video presentations, and demonstrations of the material presented
- In class discussions of case studies and recent articles
- Role play exercises and examples are employed to facilitate active learning
- Individual or group presentation of a paper
- Use of Blackboard site
- Office hours

ASSESSMENT:

Class participation- formative	0%	Participation in weekly exercises in class
Essay (1,500 words) - summative	40%	On a critical question on the material covered given to students 48 hours prior to the day of submission
In-class final examination (2 hour, comprehensive) - summative	60%	Essay questions (choice: 3 out of 5)

The formative exercises will enrich the students learning experience and enable them to understand the material at a more in-depth manner.

The essay tests learning objective 4; whereas the final tests learning objectives 1, 2, 3, and 5.

READING LIST:**1. Required Material:**

Mash E. J. & Wolfe D: A. (Latest Edition) *Abnormal Child Psychology*. Wadsworth.

2. Further Reading: Readings to supplement the basic material covered in the textbook.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental health disorders*. (4th ed.) Washington DC: Author.

Kendall, P. C. (1991). *Child and adolescent therapy. Cognitive-behavioral procedures*. New York: Guilford Press.

LeAdelle, P. (2002). *A guidebook for understanding and educating. Health-related disorders in children and adolescents*. Washington DC: American Psychiatric Association.

Mash, E. J. & Terdal, L. G. (1997). *Assessment of childhood disorders*. New York: Guilford Press.

Ollendick, T. H. & Hersen, M. (1998). *Handbook of child psychopathology*. (3rd ed). New York: Plenum Press.

Van Hasselt, V. B. & Hersen, M. (1995). *Handbook of adolescent psychopathology. A guide to diagnosis and treatment*. New York: Free Press.

Barnett, J. E. & Johnson, W. B. (2008). *Ethics desk reference for psychologists*. Washington, DC: American Psychological Association.

American Psychological Association. (2009). *Concise rules of APA style* (6th ed.). Washington, DC: American Psychological Association.

Additional journal articles will be assigned.

WWW RESOURCES:

American Psychological Association

www.apa.org

The Australian Association for Cognitive and Behaviour Therapy

www.aacbt.org

European Association for Behavioural and Cognitive Therapies

www.eacbt.org

- INDICATIVE CONTENT:**
1. A Developmental Approach to Psychopathology
 2. Developmental Periods: The Normal Child
 3. Developmental Conflicts
 - 3.1 Developmental interferences: varieties of endowment/experience
 4. Assessment Methods, Taxonomy, Epidemiology
 5. Types of Child and Adolescent Psychopathology
 - 5.1 autism, schizophrenia, pervasive developmental disorders
 - 5.2 Affective disorders, suicidal behavior
 - 5.3 Anxiety disorders: separation anxiety, avoidant, overanxious disorders, obsessions, compulsions, school phobia
 - 5.4 Learning disorders, ADHD
 - 5.5 Oppositional, conduct disorders, delinquency, substance abuse
 - 5.6 Disorders affecting physical functioning (eating disorders, elimination disorders, sleep disorders, movement disorders)
 - 5.7 Psychological aspects of physical problems (headaches, cancer, asthma, juvenile diabetes, obesity, etc.)
 - 5.8 Life events and their impact on psychological functioning (divorce, death, adoption, etc.)
 6. Therapeutic Interventions: Psychodynamic, Person-Centered, Existential, Cognitive, Behavioral, Cognitive-behavioral, Family Therapy, Group Therapy
 7. Psychopathology and Development: Links Between Childhood and Adult Life
 8. Issues of Prevention and Education