

CLP 6990 - CHILD PSYCHOPATHOLOGY AND TREATMENT

Course Syllabus

Spring, 1997

Instructor: Dr. Ronald Belter

Office: Room 221, Bldg. 13.

Phone: 474-2791 (Office) 474-2363 (Department)

Overview of Course: This course is intended to be an advanced level course focusing on the etiology, classification, and treatment of a select group of child and adolescent psychological disorders that are most frequently encountered by professionals in mental health and educational settings. The course will follow a seminar format, emphasizing active discussion among students and instructor to promote integration of theoretical concepts and creative problem-solving in empirically based treatment. The content of the course will focus on developmental issues, etiologic factors, assessment and diagnostic classification, and effective treatment.

Objectives: Upon successful completion of the course, the student should:

- 1) Be able to integrate general developmental issues and apply them to each of the specific disorders covered in the course.
- 2) Be able to describe the etiologic factors for child disorders in general, as well as for each of the specific disorders.
- 3) Be able to demonstrate knowledge of general diagnostic and assessment issues as they relate to diagnostic classification of each of the specific disorders.
- 4) Be able to demonstrate knowledge of general treatment issues and develop effective, empirically-based treatment plans for children who present with the specific disorders.

Grading and Course Requirements: It is presumed that the student will already have a strong educational background and foundation in child and adolescent development, general psychopathology, and theories of psychotherapy. Evaluation of students in this course will focus on acquisition of knowledge, sophisticated integration of concepts and issues, and practical application of knowledge and concepts. In short, your grade will reflect not only what you know/learn, but how and what you do with it. Components of the grade will include:

- (1) Quality, not quantity, of your contributions to discussion in class. (20%)
- (2) A class presentation on one of the topics from the class schedule. Details and guidelines for this presentation are provided on the last page of this syllabus. (40%)
- (3) A take-home exam or paper to demonstrate integration of concepts and applied problem-solving in treatment planning. (40%)

Class Attendance: Attendance at class is your responsibility. If you do not attend a class, you will be at a significant disadvantage in a seminar class which meets only once per week and relies heavily on discussion of material in class. Material presented in class discussion will include material from sources other than the textbook. It will be necessary for you to do the assigned reading before each class to prepare for discussion and enhance your understanding of material discussed in class.

Required Textbook:

Mash, E.J. & Barkley, R.A. (1996). Child Psychopathology. New York: Guilford.

Supplemental Reading Assignments: (On Reserve)

Henggeler, S.W. & Borduin, C.M. (1990). Family therapy and beyond. Pacific Grove, CA: Brooks/Cole. Chapters 1, 2, 3.

Schroeder, C.S. & Gordon, B.N. (1991). Assessment and treatment of childhood problems. New York: Guilford. Chapter 3.

CLASS SCHEDULE

- Jan. 7: Topic: Introduction to course, history of childhood.
 Reading: None.
- Jan. 14: Topic: Developmental-systems perspective on child psychopathology.
 Reading: Chapter 1.
- Jan. 21: Topic: Issues in assessment of child psychopathology.
 Reading: Schroeder & Gordon, Chapter 3. (Reserve)
- Jan. 28: Topic: Infant and early childhood risk factors and disorders.
 Reading: Chapter 13.
- Feb. 4: Topic: Child abuse and neglect.
 Reading: Chapter 14.
- Feb. 11: Topic: Externalizing Disorders: ADHD.
 Reading: Chapter 2
- Feb. 18: Topic: Externalizing Disorders: ODD and conduct disorder.
 Reading: Chapter 3.
- Feb. 25: Topic: Internalizing Disorders: Depression.
 Reading: Chapter 4.
- Mar. 4: Topic: Internalizing Disorders: Anxiety.
 Reading: Chapter 5.
- Mar. 11: Topic: Internalizing Disorders: Social Withdrawal.
 Reading: Chapter 7.
- Mar. 18: Spring Break. No Class.

- Mar. 25: Topic: PTSD.
 Reading: Chapter 6.
- Apr. 1: Topic: Health related disorders.
 Reading: Chapter 16.
- Apr. 8: Topic: Multisystemic intervention with children and families.
 Reading: Henggeler & Borduin, Chapters 1 & 2. (Reserve)
- Apr. 15: Topic: Multisystemic intervention.
 Reading: Henggeler & Borduin, Chapter 3. (Reserve)

Class Presentation

Each student will prepare and deliver a presentation to the class on one of the following topics from the class schedule:

- (1) Assessment or Treatment of Child Abuse/Neglect
- (2) Assessment or Treatment of ADHD
- (3) Assessment or Treatment of ODD/CD
- (4) Assessment or Treatment of Depression
- (5) Assessment or Treatment of Anxiety
- (6) Assessment or Treatment of Social Withdrawal
- (7) Assessment or Treatment of PTSD

At the second class on Jan. 14, each student will bring a list of four (4) topics, in order of preference, that the student would like to do for his/her presentation. This list will be on a 3X5 index card with the student's SS# (no names). The instructor will review the lists and assign a topic for each student that is as high on the list of preference as possible. The presentation will be given on the day scheduled for that topic on the class schedule.

For the presentation, each student will be given 15 to 20 minutes to fulfil the following requirements for the presentation:

(1) Provide a brief overview of different contemporary approaches to assessment or treatment of the selected disorder. (roughly 5 min.)

(2) Provide an indepth review and critique of one contemporary approach/method of assessment or treatment of the selected disorder.

(3) Provide for the class, copies of an annotated bibliography of up to five (5) contemporary (1990+) reviews of assessment or treatment of the selected disorder.