

Last Updated: 9/26/23

Child Psychopathology (18:820:563:02)

Fall 2023

Mondays, 2:00pm – 4:45 pm

Location: A340

Instructor: Linda Oshin, Ph.D. (she/her)

Email: linda.oshin@rutgers.edu

Office Hours (hybrid): Wednesdays 1-2, A213

Course Assistants:

Sofia Andrade: sia51@gsapp.rutgers.edu

Cianna Wong: chw50@gsapp.rutgers.edu

Overview

Course Objectives

This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, empirical, and clinical issues related to the mental health of children and adolescents. The diverse factors that influence the etiology and expression of disorders will be considered, such as genetics, family influences, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate professionally through writing and presentations, in order to convey information in a clear and understandable manner. Although interventions will be discussed, it will not be a primary emphasis in this course. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various childhood disorders. The format of this class will be lecture and discussions.

This course addresses the following APA Core Competencies/Profession Wide Competencies: Evidence-Based Intervention; Evidence-Based Assessment; Ethical and Legal Standard; Individual and Cultural Diversity; Professional Values and Attitudes; Communication and Interpersonal Skills; Reflective Practice

Texts and Readings

DSM-5 American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders, (5th Ed.). Washington DC

Weekly readings will be available on Canvas

Grading

Assignment	Percent
Attendance and Participation	15

Short Paper #1	0
Short Paper #2	25
Presentation	15
Final Exam	45
Total	100

Assignments

Attendance and Participation: Each student is expected to attend all classes and be on time. If you must miss class due to illness or an emergency, please notify me. Students are also expected to participate actively in class discussion. Please be prepared to share your thoughts at least once per class.

Short Papers: There will be two short papers throughout the semester. Students will read a case vignette and write a short paper including presenting problem(s), proposed diagnosis, and case conceptualization.

In-Class Presentations: Students will present with at least one fellow classmate on a topic of interest related to child psychopathology and will lead a discussion on the readings assigned for the class. Students will be allowed to either generate their own topic with their partner or pick from a list of topics. Presentations will be 30 minutes and should use slides.

Final Exam: Students will view a recorded intake session with a child, write a case conceptualization, and provide a DSM-5 diagnosis.

Policies

Extra Credit: Extra credit assignments will be offered to the entire class and cannot be requested by individual students. Students may propose assignments to be offered as extra credit to the entire class. Please do not request extra credit assignments in the final weeks of the semester.

Late Assignments Policy: Assignment deadlines are given to allow me enough time to grade and return your work in a timely manner. Assignments that are late without an extension that was requested prior to the deadline are subject to a 10% reduction per day.

Writing: Papers should adhere to the page maximums. It is fine if papers are shorter, but please do not turn in a paper over the maximum. If a paper does not meet the formatting and maximum length requirements, I will return it to you to reformat without grading it. Concise writing is an essential skill. Unless otherwise noted, formal written work should use 12-point font, 1-inch margins, double spaced and should use APA formatting. For guides, see: <http://apastyle.apa.org/> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Academic Integrity: Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: <http://academicintegrity.rutgers.edu/students.shtml>

Students with Disabilities: Please let me know if there is anything I can do to make it easier for you to learn in my class and I will try to accommodate what I can. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations,

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a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Schedule		
Date	Topic and Readings	Presentations & Papers
9/11	Course Overview Intro to Diagnosis Case Conceptualization	
9/18	Underlying Processes & Case Conceptualization <ul style="list-style-type: none">• Cole, P.M., Michel, M.K., and Teti, L.O. (1994). The development of emotion regulation and dysregulation: A clinical perspective. <i>Monographs of the Society for Research in Child Development</i> 59(2-3): 73-102. https://doi.org/10.1111/j.1540-5834.1994.tb01278.x.• Iruka, I. U., Gardner-Neblett, N., Telfer, N. A., Ibekwe-Okafor, N., Curenton, S. M., Sims, J., ... & Neblett, E. W. (2022). Effects of racism on child development: Advancing antiracist developmental science. <i>Annual Review of Developmental Psychology, 4</i>, 109-132.	
9/25	Depressive Disorders <ul style="list-style-type: none">• Bath, E., & Njoroge, W. F. M. (2021). Coloring outside the lines: Making Black and Brown lives matter in the prevention of youth suicide. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 60</i>(1), 17-21. https://doi.org/10.1016/j.jaac.2020.09.013• Thapar, A., Eyre, O., Patel, V., & Brent, D. (2022). Depression in young people. <i>The Lancet, 400</i>(10352), 617-631.	
10/2	ADHD – Josh Langberg & Stephanie Lyon-Stirling Guest Lecture <ul style="list-style-type: none">• Slobodin, O., & Masalha, R. (2020). Challenges in ADHD care for ethnic minority children: A review of the current literature. <i>Transcultural Psychiatry, 57</i>(3), 468-483.	Amy & Zina

	<ul style="list-style-type: none"> • Wolraich, M. L., et al. (2019). Clinical practice guideline for the diagnosis, evaluation, and treatment of Attention-Deficit/Hyperactivity Disorder in children and adolescents. <i>Pediatrics</i>, 144(4), e20192528. https://doi.org/10.1542/peds.2019-2528 	
10/9	<p>Maltreatment, Abuse/Neglect, Trauma – Jeff Segal Guest Lecture</p> <ul style="list-style-type: none"> • Metzger, I. W., Anderson, R. E., Are, F., & Ritchwood, T. (2021). Healing interpersonal and racial trauma: Integrating racial socialization into Trauma-Focused Cognitive Behavioral Therapy for African American youth. <i>Child Maltreatment</i>, 26(1), 17–27. https://doi.org/10.1177/1077559520921457 • Pearlman, L.A., & Courtois, C.A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. <i>Journal of Traumatic Stress</i>, 18(5), 449-459. 10.1002/jts.20052 	Rachel & Lester
10/16	<p>Disruptive Behavior Disorders – Andrew Cosgrove guest lecture (virtual)</p> <ul style="list-style-type: none"> • Johnston, O. G., & Burke, J. D. (2020). Parental problem recognition and help-seeking for disruptive behavior disorders. <i>The Journal of Behavioral Health Services & Research</i>, 47(1), 146–163. https://doi.org/10.1007/s11414-018-09648-y • Frick, P.J. (2016). Current research on conduct disorder in children and adolescents. <i>South African Journal of Psychology</i>, 46, 160-174. 	
10/23	<p>Bipolar Disorder</p> <ul style="list-style-type: none"> • Goldstein et al. (2017). The International Society for Bipolar Disorders Task Force report on pediatric bipolar disorder: Knowledge to date and directions for future research. <i>Bipolar Disorders</i>, 1-20. DOI: 10.1111/bdi.12556 <p>Anxiety Disorders</p> <ul style="list-style-type: none"> • Esbjørn, B.H., Bender, P.K., Reinholdt-Dunne, M.L., Munck, L.A., & Ollendick, T.H. (2012). The development of anxiety disorders: Considering the contributions of attachment and emotion regulation. <i>Clinical Child & Family Psychology Review</i>, 15, 129-143. • Lewis, K. M., Byrd, D. A., & Ollendick, T. H. (2012). Anxiety symptoms in African-American and Caucasian youth: Relations to negative life events, social support, and coping. <i>Journal of Anxiety Disorders</i>, 26(1), 32–39. https://doi.org/10.1016/j.janxdis.2011.08.007 	Paper 1 Due Eden, Connor, & Eva
10/30	<p>Substance-Related Disorders</p> <ul style="list-style-type: none"> • Harrop, E. & Catalano, R.F. (2016). Evidence-based prevention for adolescent substance use. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 25, 387-410. • Passetti, L. L. Godley, M. D. & Kaminer, Y. (2016). Continuing care for adolescents in treatment for substance use disorders. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 25, 669-684. 	Lindsey, Chantal, & Joy
11/6	<p>Autism Spectrum (virtual class) – Anders Hogstrom guest lecture</p>	

	<ul style="list-style-type: none"> Aylward, B. S., Gal-Szabo, D. E., & Taraman, S. (2021). Racial, ethnic, and sociodemographic disparities in diagnosis of children with Autism Spectrum Disorder. <i>Journal of Developmental & Behavioral Pediatrics, 42</i>(8), 682–689. https://doi.org/10.1097/DBP.0000000000000996 Leekam, S. (2016) Social cognitive impairment and autism: What are we trying to explain? <i>Philosophical Transactions of the Royal Society, 371</i>(1686). http://dx.doi.org/10.1098/rstb.2015.0082 	
11/13	<p>Intellectual and Learning Disabilities</p> <ul style="list-style-type: none"> Kamphaus, R.W. & Walden, E. (2020). Intellectual Disability. In E.A. Youngstrom, M.J. Prinstein, E.J. Mash, & R.A. Barkley (Eds.) <i>Assessment of Disorders in Childhood and Adolescence</i> (pp. 413-440) New York: Guilford Press. <p>Gender Dysphoria</p> <ul style="list-style-type: none"> McNamara, M., Lepore, C., Alstott, A., Kamody, R., Kuper, L., Szilagyi, N., ... & Oleszki, C. (2022). Scientific misinformation and gender affirming care: Tools for providers on the front lines. <i>Journal of Adolescent Health, 71</i>(3), 251-253. 	
11/20	<p>OCD and Tic-Related Disorders – Amanda Ferriola Guest Lecture</p> <ul style="list-style-type: none"> McGuire, J.F., Piacentini, J., Brennan, E. A., Lewin, A.B., Murphy, T.K., Small, B.J., & Storch, E.A. (2014). A meta-analysis of behavior therapy for Tourette Syndrome. <i>Journal of Psychiatric Research, 50</i>, 106-112. 	Paper 2 Due Mo, Leah, & Chloe
11/27	<p>Eating Disorders – Kristen Foley Guest Lecture</p> <ul style="list-style-type: none"> Burke, N.L., Shaefer, L.M. Hazzard, V.M., Rodgers, R.F. (2020). Where identities converge: The importance of intersectionality in eating disorders research. <i>International Journal of Eating Disorders, 53</i>, 1605-1609. Lock, J. (2015). An update on evidence-based psychosocial treatments for eating disorders in children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology, 44</i>, 707-721. 	Ale, & May
12/4	Misc Disorders	Deana, Tziporah, & Domonique
12/11	Video for Final	
12/18	Class Choice	Final Paper Due