



RUTGERS

Graduate School of Applied
and Professional Psychology

Course Title: Child Psychopathology (18:820:563:02)

Course Instructor: Linda Oshin, PhD
Assistant Professor
Clinical Psychology
linda.oshin@rutgers.edu

Lecture: Wednesdays, 8:45 – 11:30 am (A317)

Office Hours: Mondays 3-4 (A213 or Zoom), or by appointment

Course Assistant: Nicole Hale nkh26@gsapp.rutgers.edu

Course Website: canvas.rutgers.edu

Overview

Course Description

This course will provide an overview of the most common expressions of child and adolescent psychopathology, focusing on conceptual, empirical, and clinical issues. The primary emphasis of this course is on factors related to diagnosis, etiology, case conceptualization, and clinical communication. While interventions will be discussed, this will not be a primary emphasis in this course. The format of this class will be lecture and discussions.

Course Objectives: By completion of this course, students will be able to:

- A. Accurately diagnose common childhood disorders using DSM-5 criteria
- B. Integrate diagnostic criteria, cultural and environmental factors, and empirical evidence in case conceptualizations.
- C. Develop concise and accurate clinical intake reports

This course addresses the following APA Core Competencies/Profession Wide Competencies: Evidence-Based Intervention; Evidence-Based Assessment; Ethical and Legal Standards; 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	10
Short Paper #1	5
Short Paper #2	25
Presentation	25
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. Excessive absences or lack of participation will result in reduced points, except for extenuating circumstances. Please see me promptly if there are barriers to your participation in 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, engage the class in an activity (e.g., clinical activity or vignette discussion) and will lead a discussion. 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

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. Please be aware that papers that are submitted late may not be graded prior to the next paper's submission deadline.

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>

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.

AI Policy: Artificial Intelligence can be a useful tool for brainstorming or gathering information quickly. Under no circumstances should clinical information be entered into an AI tool (e.g., transcripts from sessions or case conceptualizations). I expect the work that is submitted for a grade to have been generated from a student and not from AI or any other resource.

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, 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
1/21/26	Course Overview Intro to Diagnosis	
1/28/26	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	

	<p>developmental science. <i>Annual Review of Developmental Psychology</i>, 4, 109-132.</p> <ul style="list-style-type: none"> • Kuyken, W., Padesky, C. A., & Dudley, R. (2008). The science and practice of case conceptualization. <i>Behavioural and Cognitive Psychotherapy</i>, 36(6), 757-768. 	
2/4/26	<p>Depressive Disorders</p> <ul style="list-style-type: none"> • Oshin, L., Hausmann-Stabile, C., Meza, J. I., Polanco-Roman, L., Bettis, A. H., Reyes-Portillo, J., & Benton, T. D. (2022). Suicide and Suicidal Behaviors Among Minoritized Youth. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 31(2), 211–221. https://doi.org/10.1016/j.chc.2022.01.002 • Thapar, A., Eyre, O., Patel, V., & Brent, D. (2022). Depression in young people. <i>The Lancet</i>, 400(10352), 617-631. 	
2/11/26	<p>ADHD</p> <ul style="list-style-type: none"> • Hinshaw, S. P., Nguyen, P. T., O'Grady, S. M., & Rosenthal, E. A. (2022). Attention-deficit/hyperactivity disorder in girls and women: underrepresentation, longitudinal processes, and key directions. <i>Journal of Child Psychology and Psychiatry</i>, 63(4), 484–496. https://doi.org/10.1111/jcpp.13480 • Slobodin, O., & Masalha, R. (2020). Challenges in ADHD care for ethnic minority children: A review of the current literature. <i>Transcultural Psychiatry</i>, 57(3), 468-483. • 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 	
2/18/26	<p>Trauma</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 • Wamser-Nanney R., & Vandenberg B. R. (2013). Empirical support for the definition of a complex trauma event in children and adolescents. <i>Journal of Traumatic Stress</i>, 26(6), 671–678. https://doi.org/10.1002/jts.21857 	
2/25/26	<p>Bipolar & Psychosis</p> <ul style="list-style-type: none"> • Anglin, D. M., Ereshefsky, S., Klaunig, M. J., Bridgwater, M. A., Niendam, T. A., Ellman, L. M., ... & van der Ven, E. (2021). From womb to neighborhood: a racial analysis of social determinants of psychosis in the United States. <i>American Journal of Psychiatry</i>, 178(7), 599-610. 	Paper 1 Due

	<ul style="list-style-type: none"> • Gupta, T., & Mittal, V. A. (2019). Advances in clinical staging, early intervention, and the prevention of psychosis. <i>F1000Research</i>, 8. • Sesso, G., Brancati, G. E., & Masi, G. (2023). Comorbidities in youth with bipolar disorder: clinical features and pharmacological management. <i>Current Neuropharmacology</i>, 21(4), 911-934. <p>Optional:</p> <ul style="list-style-type: none"> • Brodeur, S., Oliver, D., Ahmed, M. S., Radua, J., Venables, J., Gao, Y., ... & Fusar-Poli, P. (2024). Why we need to pursue both universal and targeted prevention to reduce the incidence of affective and psychotic disorders: systematic review and meta-analysis. <i>Neuroscience & Biobehavioral Reviews</i>, 105669. • Cannon, T. D. (2020). The current state of the clinical high risk for psychosis research paradigm. <i>Biological Psychiatry</i>, 88(4), 284-286. • Yamada, Y., Matsumoto, M., Iijima, K., & Sumiyoshi, T. (2020). Specificity and continuity of schizophrenia and bipolar disorder: relation to biomarkers. <i>Current pharmaceutical design</i>, 26(2), 191-200. 	
3/4/26	<p>Anxiety Disorders</p> <ul style="list-style-type: none"> • Schneider, R. L., Arch, J. J., Landy, L. N., & Hankin, B. L. (2018). The longitudinal effect of emotion regulation strategies on anxiety levels in children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology</i>, 47(6), 978-991. • 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. <p>https://doi.org/10.1016/j.janxdis.2011.08.007</p>	
3/11/26	<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. • Halladay, J., Woock, R., El-Khechen, H., Munn, C., MacKillop, J., Amlung, M., ... & Georgiades, K. (2020). Patterns of substance use among adolescents: A systematic review. <i>Drug and alcohol Dependence</i>, 216, 108222 	
3/18/2025	SPRING BREAK	
3/25/26	<p>Disruptive Behavior Disorders</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 	

	<ul style="list-style-type: none"> Evans, S. C., Roberts, M. C., Keeley, J. W., Rebello, T. J., de la Peña, F., Lochman, J. E., ... & Reed, G. M. (2021). Diagnostic classification of irritability and oppositionality in youth: a global field study comparing ICD-11 with ICD-10 and DSM-5. <i>Journal of Child Psychology and Psychiatry</i>, 62(3), 303-312. 	
4/1/26	<p>Eating Disorders</p> <ul style="list-style-type: none"> Rodgers, R. F., Berry, R., & Franko, D. L. (2018). Eating disorders in ethnic minorities: An update. <i>Current Psychiatry Reports</i>, 20, 1-11. Lock, J. (2015). An update on evidence-based psychosocial treatments for eating disorders in children and adolescents. <i>Journal of Clinical Child & Adolescent Psychology</i>, 44, 707-721. 	Paper 2 Due
4/8/26	<p>OCD and Tic-Related Disorders</p> <ul style="list-style-type: none"> Kagan, E. R., Frank, H. E., & Kendall, P. C. (2017). Accommodation in youth with OCD and anxiety. <i>Clinical Psychology: Science and Practice</i>, 24(1), 78–98. https://doi.org/10.1111/cpsp.12186 Smith, H., Fox, J. R. E., & Trayner, P. (2015). The lived experiences of individuals with Tourette syndrome or tic disorders: A meta-synthesis of qualitative studies. <i>British Journal of Psychology</i>, 106(4), 609–634. https://doi.org/10.1111/bjop.12118 	
4/15/26	<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., ... & Olezeski, C. (2022). Scientific misinformation and gender affirming care: Tools for providers on the front lines. <i>Journal of Adolescent Health</i>, 71(3), 251-253. 	
4/22/26	<p>Autism Spectrum</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</i>, 42(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</i>, 371(1686). http://dx.doi.org/10.1098/rstb.2015.0082 	
4/29/26	Video for Final & Class Review/Choice	
5/5/26		Final Paper Due