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


Weekly readings will be available on Canvas

Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15</td>
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<tr>
<td>Short Paper #1</td>
<td>10</td>
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<tr>
<td>Short Paper #2</td>
<td>20</td>
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<tr>
<td>Presentation</td>
<td>15</td>
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<td>Final Exam</td>
<td>40</td>
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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.

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### 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/](http://apastyle.apa.org/) and [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](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](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, 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](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](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

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<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
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| **9/11** | Course Overview  
Intro to Diagnosis  
Case Conceptualization |
| **9/18** | Underlying Processes & Case Conceptualization  
| **9/25** | Depressive Disorders  
| **10/2** | ADHD – Josh Langberg & Stephanie Lyon-Stirling Guest Lecture  
| **10/9** | Maltreatment, Abuse/Neglect, Trauma – Jeff Segal Guest Lecture  
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<th>Date</th>
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<td>Date</td>
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<tr>
<td>12/11</td>
<td>Misc Disorders</td>
<td>Video for Final</td>
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<tr>
<td>12/18</td>
<td>Class Choice</td>
<td>Final Paper Due</td>
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