Child Psychopathology
18:820:563:01, Spring 2023

Course Time, Location, & Instructors

Tuesday 1:45pm – 4:30pm
Room: GSAPP A317

Instructor: Sheva Cohen-Weiss, Psy.D.
Office: GSAPP A343
Email: sc1716@gsapp.rutgers.edu
Office Hours: By appointment

Course Assistants:
Andrew Cosgrove: ajc455@gsapp.rutgers.edu
Julianna Treene: jat329@gsapp.rutgers.edu

Course Description

This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, research, 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, social systems, and psychodynamics, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate as a professional through writing and presentations in order to convey information in a clear and understandable manner. Students will acquire knowledge of basic mechanisms and processes that provide a foundation for advanced specialty courses. At times, interventions may be mentioned in presentations and course readings, but treatment will not be a primary emphasis in this course. This course is designed to advance the students’ 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 course will be lecture and discussions.

Profession-Wide Competencies Addressed in this Course

1.3: Critically interprets and applies empirical findings to address problems, make decisions and enhance the social, behavioral and/or academic functioning of children and youth.
2.1: Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct and relevant laws, professional standards and guidelines governing psychological practice.
2.2: Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve those dilemmas.
2.3: Conducts self in an ethical manner across professional activities.
3.1: Display an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
4.1: Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.
4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness. [SP-PWC Element 4.3]

5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

6.3: Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.3: Apply relevant literature and empirically-based principles to clinical decision making.

9.1: Demonstrates knowledge and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.

10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

**Discipline-Specific Knowledge (DSK)**

*Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (e.g., affective, biological, cognitive, social and developmental aspects of behavior).

- **Affective Aspects of Behaviors**, including topics such as affect, mood, and emotion.
- **Biological Aspects of Behaviors**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- **Cognitive Aspects of Behaviors**, including topics such as learning, memory, thought processes, and decision-making.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life.
- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

**Course Texts and Materials**

**Required Texts:** You may purchase the DSM-5 Text-Revision (preferred, listed first) or the DSM-5

**Recommended Text:**

*Additional readings can be found on the Canvas site.*
Course Requirements and Assignments

**Attendance & Participation** (12 points): Arrive on time to class (one tardy permissible). Because our doctoral program does not offer online or hybrid courses, you are expected to attend class in person. If you are not physically in class, you will be considered absent, with the exception of absences due to religious holidays not observed by the university. If you are unable to attend a class, please email me or ask one of your classmates to inform me of your absence. You will be responsible for any of the material covered during your absence.

Class participation includes completion of readings. Please demonstrate your understanding of the reading and participate in discussion during every class. *I will expect mindful attention during classes and will often limit or entirely restrict use of electronic devices (e.g., laptops).* Please bring a notebook and writing utensils.

**Thought Questions** (6 points): To facilitate class discussion, students will be responsible for preparing 1-3 thought questions based on the required readings for each week. I will specify in class which articles to focus on. You will be required to e-mail these questions to a course assistant at least 1 hour before the beginning of class.

**Article Summary** (3 points): Students will write a 1-3 page summary (or create PPT slides) about an article that was assigned as required reading, 1 time during the semester. Due 9am the day before class (Monday morning).

**Short papers** (30 points, 15 per paper): In lieu of a mid-term, there will be a total of two short papers due throughout the semester. For the papers, students will be asked to read a case vignette and write a short paper including presenting problem(s), proposed diagnosis(es), case conceptualization (which should include cultural considerations), and research on the etiology of the primary diagnosis (based on the assigned readings). Additional details will be provided before the first paper is due. **Due 2/21 & 3/28**

**Presentation & Student-Led Discussion** (15 points): Students will present with at least one fellow classmate on a topic of interest related to child psychopathology. Presentations will be 30 minutes and should incorporate slides and a student-led discussion.

**Final Exam** (34 points): Students will view a videotaped intake session with a child and parent OR conduct an intake through GSAPP’s Center for Psychological Services. Students will write a case conceptualization and provide a DSM-5 diagnosis. Additional details will be provided. **Due 4/11/22**

**Determination of Grades:** Grades will be assigned based on the above competencies/assignments. Letter grades for this course will follow Rutgers’ criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F.

**Extra Credit:** Students will be offered opportunities to earn extra credit by submitting a reflection paper or discussion post based on selected readings, podcasts, or other material related to child psychopathology.
Classroom Culture and Policies

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. We will aim to develop a “brave space” together where we can grow and learn from one another, given we come to these course topics with diverse viewpoints and lived experiences. I deeply value your feedback. Please reach out you feel uncomfortable or unincluded at any point, so that I can foster a more inclusive learning environment.

Student Success: The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at https://success.rutgers.edu. (CAPS: http://health.rutgers.edu/medical-counseling-services/counseling/, self-identify as a GSAPP student to ensure your clinician is not affiliated with GSAPP); Learning Center: https://rlc.rutgers.edu/node/83)

Names and Pronouns: Class rosters are provided to the instructor with students’ legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me at any time if your name and/or preferred pronouns differ from what is on the roster so that I can make necessary adjustments.

Statement on Disabilities: 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://webapps.rutgers.edu/student-ods/forms/registration.

Statement on Academic Integrity: The University’s academic integrity policy, to which this class will adhere, can be reviewed at: https://academicintegrity.rutgers.edu.

Writing: Please note that formal writing assignments (papers, final exam) are rigorously graded. This includes an assessment of the quality of formal, professional 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, please adhere to APA Style (7th Edition) and use 12-point font, 1-inch margins, and double-spaced 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
Schedule of Topics, Readings, and Assignments

Week 1: 1/17
Course Overview
Classification Systems & DSM, Developmental Psychopathology

Readings
1. Introduction to DSM-5 (focus on pages 5-24)
2. B & H Text, Ch. 1: Developmental Psychopathology as a Scientific Discipline

Recommended:
1. B & H Text, Ch. 2: Classifying Psychopathology
3. Joint APA & NIMH Statement: DSM-5 and RDoC: Shared Interests (on Canvas)

Week 2: 1/24
Classification Systems Cont. DSM & RDoC
Cultural Formulation, Vulnerability, Risk & Resilience

Readings
1. B & H Text, Ch. 1: Developmental Psychopathology as a Scientific Discipline (If you did not read for Week 1)
2. RDoC: https://www.nimh.nih.gov/research/research-funded-by-nimh/rdoc/about-rdoc
4. DSM-5: Cultural Formulation pp. 749-760
6. B & H Text, Ch. 4: Risk and Resilience in Child and Adolescent Psychopathology

Recommended:
**Week 3: 1/31**

**Underlying Processes: Developmental Trajectories, Emotional Regulation, & Attachment**

**Case Conceptualization**

**Readings**

1. B & H Text, Ch. 11: Emotion Dysregulation as a Vulnerability to Psychopathology

**Recommended**


**Week 4: 2/7**

**Maltreatment, Abuse/Neglect, Trauma**

**Readings**

1. DSM-5 section: Trauma and Stressor Related Disorders
2. B & H Text, Ch. 5: Child Maltreatment and Risk for Psychopathology
3. B & H Text, Ch. 20: Trauma and Stressor-Related Disorders in Infants, Children, and Adolescents

**Recommended:**


**Week 5: 2/14**

**Attention-Deficit/Hyperactivity Disorder, Guest Lecture**

Readings:

1. DSM-5 section: Attention-Deficit/Hyperactivity Disorder
2. B & H Text, Ch. 13: Attention-Deficit/Hyperactivity Disorder

Recommended:


**Week 6: 2/21**

**Depression & Pediatric Bipolar Disorder, Julianna’s Presentation, Paper 1 Due,**

Readings

1. DSM-5 sections: Depressive Disorders & Bipolar and Related Disorders
2. B & H Text, Ch. 21: Bipolar Disorder (focus on “Problems with Dx of BD Among Youth” and onward)
Week 7: 2/28

Anxiety Disorders, Guest Lecture – Brian Chu, PhD

Readings
1. DSM-5 section: Anxiety Disorders

Week 8: 3/7

Disruptive Behavior Disorders, Andrew’s Presentation

Readings
1. DSM-5 section: Disruptive, Impulse-Control and Conduct Disorders

Recommended:

Week 9: 3/21

Autism Spectrum Disorder, Guest Lecture – Robert Larue, Ph.D.

Readings
1. DSM-5 section: Autism Spectrum Disorder
2. B & H Text, Ch. 22: Autism Spectrum Disorder

**Recommended:**


**Week 10**

**3/28 Eating Disorders, Paper 2 Due**

**Readings**

1. DSM-5 Section: Feeding and Eating Disorders
2. B&H Text, Ch 24: Eating Disorders

**Week 11: 4/4**

**Obsessive-Compulsive Disorder & Tic Disorders**, Guest Lecture – Amanda Ferriola, Psy.D.

**Readings**

1. DSM sections: Obsessive-Compulsive and Related Disorders & Tic Disorders

**Week 12: 4/11**

**Intellectual and Learning Disabilities, Final Paper Due**

**Readings**

1. DSM-5 sections: Intellectual Disabilities and Specific Learning Disorder
Week 13: 4/18
Substance-Related Disorders
Readings
1. DSM-5 section: Substance Related and Addictive Disorders (focus on 483-503; further details are provided about other substances 504-590, but essential symptoms are similar across disorders)
2. B & H Text, Ch. 15: Substance Use Disorders
4. Video from Jonathan Haidt of NYU- On Canvas
Recommended:

Week 14: 4/25
Psychotic Disorders in Youth
Borderline Personality Disorder and Non-Suicidal Self-Injury
Readings:
1. DSM-5 sections: Personality Disorders, Borderline Personality Disorder & Other Conditions that May be a Focus of Clinical Attention
2. B & H Text, Ch. 19: The Development of Borderline Personality and Self-Inflicted Injury
3. B & H Text, Ch 23: Childhood-Onset Schizophrenia

Week 15: 5/2
Health-Related Underpinnings
Gender and Sexual Identity
Review of Course Topics

This is a living syllabus document subject to change throughout the semester based on pertinent public health topics and student feedback.

I look forward a rich learning experience this semester!