

BEHAVIOR PROBLEMS IN CHILDREN AND ADOLESCENTS
PSY339 (Unique# 87115)
Summer A 2010

Course Time: M-F 10:00-11:15am

Course Location: NOA 1.126

Instructor: Rebecca Neal, Ph.D.

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Office hours: W 1-3

M 3:00-5:00pm, by appointment

COURSE DESCRIPTION

This course will cover the epidemiology, diagnosis, etiology, associated features, and treatment of psychological and developmental disorders in childhood and adolescence. Relevant theories, research, and developmental considerations will also be reviewed. This course will cover material related to infant mental health, disruptive behavior disorders, internalizing disorders, and developmental disorders. Classes will be structured to include both lecture and class discussion. Students are encouraged to bring questions and discussion points to class in order to promote in class discussion.

REQUIRED READING

Textbook

E.J. Mash & D.A Wolfe (2010). *Abnormal child psychology* (4rd ed.). (2007). Belmont, CA: Wadsworth.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Articles

Group I. Nature, Nurture & Psychopathology

Belsky, J., Bakermans-Kranenburg, M.J., van IJzendoorn, M.H. (2007). For better *and* for worse: Differential susceptibility to environmental influences. *Current Directions in Psychological Science*, 16, 300-304.

Margolin, G. & Gordis, Elana B. (2004). Children's exposure to violence in the family and Community. *Current Directions in Psychological Science*, 13, 152-155.

Pettit, G. (2004). Violent children in developmental perspective: Risk and protective factors and the mechanisms through which they (may) operate. *Current Directions in Psychological Science*, 13, 194-197.

Group II. Infant Mental Health

Hunter, A. & Hemmeter, M.L. (2009). The Center on the Social and Emotional Foundations for Early Learning: Addressing challenging behaviors in infants and toddlers. *Zero to Three*, 29, 5-12.

Papousek, M. (2009). Solving Sleep Behavior Disorders in Infants and Toddlers. *Zero to Three*, 29, 38-43.

Parlakian, R. & Lerner, C. (2009). Facing the challenge: What mothers have to say about their young children's difficult behaviors. *Zero to Three*, 29, 60-61.

Tarullo, A.R., Obradovic, J. & Gunnar, M.R. (2009). Self-control and the developing brain. *Zero to Three*, 29, 31-37.

Group III. Autism

Muratori, F. (2008). Early indicators of autism spectrum disorders. *Zero to Three*, 28, 18-24.

Schreibman, L. (2008). Treatment controversies in autism. *Zero to Three*, 28, 38-45.

Additional Readings for Response Papers (AR):

AR 1:

Clayton, V. (2006, April 4). When babies see shrinks. *MSNBC.com*.

Steinhauer, J. (2005, May 22). Only 4-Years Old and Expelled: Maybe Preschool is the Problem. *The New York Times*.

AR 2:

Aleccia, J. (2008, August 22). Vaccine-wary parents spark public health worry. More opt out for fear of reactions, but do they endanger everyone else? *MSNBC.com*.

Wermund, B. (2009, August 12). Autism activists question H1N1 vaccine. *The Daily Texan*, 1-2.

AR 3:

Rothenberger, A. & Banachewski, T. (2007). Informing the ADHD Debate. *Scientific American Reports, Special Edition on Child Development*.

Stolberg, S. (2002, November 17). Preschool Meds. *The New York Times Magazine*.

Zernicke, K. & Peterson, M. (2001, August 19). School's Backing of Behavior Drugs Comes Under Fire. *The New York Times*.

AR 4:

Alvarez, L., (2004, December 21). Help Eludes Depressed Children in Britain. *The New York Times*.

Mahler, J. (2004, November 21). The Antidepressant Dilemma. *The New York Times*.

COURSE MATERIALS

Course materials including the syllabus, assignment descriptions, and readings will be posted on the electronic Blackboard system at <https://courses.utexas.edu/>. Students are responsible for checking these online resources and downloading course materials.

ATTENDANCE & CLASS PARTICIPATION

Class attendance is not mandatory, but is strongly recommended. Exams will include material covered in class lectures that is not presented in the text. Students are responsible for obtaining class notes from other students for missed lectures.

COURSE REQUIREMENTS & GRADING

Guidelines for Exams: There will be three non-cumulative midterm exams and one (optional) cumulative final exam on the days specified in the syllabus. Exams will include material presented in the assigned reading, class lectures, and any supplemental materials covered in class. Exams will consist of multiple choice, matching, and true/false items. Information regarding what material will be required for each exam will be posted on Blackboard approximately one week prior to each scheduled exam.

For all exams, students are expected to arrive at the beginning of the class period; anyone arriving after any student has completed the exam and left the classroom will not be allowed to take the exam. Exam grades will be posted online using the E-Gradebook system. Exams will not be returned to students, but students will have the option of reviewing their exams with Mr. Stephenson during his regular office hours. The exam review period begins on the day that the

exam grades are posted online and lasts for two weeks. Students will not be permitted to review their exam after the review period has ended. If a student believes an item was scored incorrectly, they may submit a written appeal to Dr. Neal. The appeal should contain the student's name, the item in question, and why they feel their response deserves additional credit. Dr. Neal will reply to each appeal by email/in writing. All appeals must be received by Dr. Neal prior to the end of the review period for that exam.

Students are expected to take the exams on the days specified in the syllabus. There will be no early or make-up midterm exams under any circumstances. Students who miss one of the first three exams for any reason will be allowed to take the final exam to replace the missed one. Students who miss more than one of the midterm exams for any reason will be allowed to take the final exam to replace one missed exam and will receive a zero for each additional missed exam. For the final exam, makeup exams will only be allowed in the case of extreme medical or psychiatric circumstances. In such instances, (1) the student must notify the instructor by phone or email that they are unable to take the final exam before the exam is scheduled to begin and (2) the student must provide written documentation by a physician or clinician explicitly stating that the student was physically or emotionally unable to take the exam must be provided. This documentation must be provided within 72 hours after the scheduled final exam date. At the instructor's discretion, a student missing the final exam (under the conditions stated above) may either be given a makeup exam or given an "incomplete" and allowed to take the final with a subsequent class, at which time the student will be assigned a grade.

Writing assignments: During this course, you will be required to write two brief response papers. For each paper you will be asked to respond to an issue raised in the popular media and use an empirical reference to support your position. There will be four opportunities to submit the two assigned response papers. **Please note that students will be required to respond to either AR1 or AR2 AND either AR3 or AR4. In other words, students are required to submit their first response paper for one of the two topics assigned before June 18th and to submit their second response paper for one of the two topics assigned after June 18th.** A description of these response paper assignments is posted on Blackboard. These assignments should be completed using a standard word processing program; handwritten assignments will not be accepted. Unless otherwise noted, page limits for the assignments reflect the following formatting guidelines: (1) lines should be double-spaced; (2) font should be no smaller than 11-point and no larger than 12-point; (3) acceptable fonts are limited to Courier, Arial, or Times New Roman; and (4) margins should set to be one inch at the top, bottom, left, and right side of the document. The writing assignments are due by 10am on the assignment due date. The writing assignment may be submitted in class or e-mailed to Kyle at krstephenson@gmail.com by 10am. Please cc: yourself on the email to confirm that it has been sent. Papers submitted after 10am will be considered late. Late submissions will be penalized 5 points per day until all points for that assignment have been depleted.

Extra Credit:

At different (unannounced) points during the semester, I will offer 1-2 extra credit points for responding correctly to in-class questions.

Final grades: Final course grades are based on: (1) the best three scores of the four exams (three during the semester and the optional cumulative final exam; 100 points each), (2) two response papers (50 points each), and (3) any extra credit points earned during the semester **Under no**

circumstances will additional points be given (e.g., if you are just below a cut-off point) after the final distribution has been determined.

Final grade distribution: (out of a possible 400 points)

A	372 and above
A-	360-371
B+	348-359
B	332-347
B-	320-331
C+	308-319
C	292-307
C-	280-291
D+	268-279
D	252-267
D-	240-251
F	239 and below

Students who are satisfied with their grade based on the three midterm exams **are not required** to take the final exam. Any student who chooses to may attempt to improve his or her grade by taking the final to replace their lowest midterm exam score. Final grades will be calculated based on the best three of the possible (three midterm and final) exams.

GENERAL POLICIES

The Psychology Department will drop all students who do not meet the following prerequisites: (a) PSY 301 with a C or better, (b) PSY 418 (or an equivalent listed in the course schedule) with a C or better, and (c) Upper-Division standing (60 hours completed).

Any time before taking the first exam you may drop the course with a Q grade. After that time you may drop with a Q only if your performance up to that time is C or better; otherwise you drop with a grade of F.

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

POLICY ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

A particular area of concern in a class that requires a writing assignment is plagiarism. A portion of one class session will be dedicated to reviewing information on plagiarism. Additionally, students are responsible for reviewing http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php. **Assignments that include plagiarized material will receive a score of zero. Additionally, acts of plagiarism will be reported directly to the Office of the Dean of Students according to disciplinary procedure (Option B, http://deanofstudents.utexas.edu/sjs/downloads/discproc_academic.pdf).**

COURSE SCHEDULE

Following is a list of the topics to be covered in each class. This is a tentative schedule, as some topics may take more time to review than others. While topic dates may shift, assignment due dates are fixed and will not change.

Date	Lecture Topics	Reading(s)*
6/3	Course Overview & Review of Assignments	
6/4	Review of Plagiarism Overview & History	Ch. 1
6/7	Developmental Psychopathology	Ch. 1-3
6/8	Nature, Nurture & Psychopathology	Articles Group I
6/9	Assessment & Diagnosis	Ch. 4
6/10	Treatment	Ch. 4
6/11	*Exam 1	
6/14	Infant Mental Health *Response Paper 1 Due (AR 1)	Articles Group II
6/15	Mental Retardation	Ch. 9
6/16	Autism	Ch. 10, Articles Group III
6/17	Autism *Response Paper 2 Due (AR 2)	Ch. 10, Articles Group III
6/18	Communication Disorders	Ch. 11
6/21	Learning Disorders	Ch. 11
6/22	ADHD *Response Paper 3 Due (AR3)	Ch. 5
6/23	Case Studies & Review	
6/24	*Exam 2	
6/25	Conduct Disorders	Ch. 6
6/28	Conduct Disorders	Ch. 6
6/29	Anxiety Disorders: Phobias	Ch. 7
6/30	Anxiety Disorders: OCD & PTSD	Ch. 7
7/1	Mood Disorders: Depression *Response Paper 4 Due (AR4)	Ch. 8
7/2	Mood Disorders: Bipolar Disorder Anxiety Disorders: OCD	Ch. 8
7/5	Thought Disorders/Schizophrenia	Ch. 10
7/6	Thought Disorders/Schizophrenia	Ch. 10
7/7	Case Studies & Review	
7/8	*Exam 3	
7/9 2-5pm	*Cumulative Final Exam (Optional)	