

The College of Education and Behavioral Sciences
School of Behavioral Sciences
Houston Baptist University
Course Syllabus
PSYC 5316
Fall 2014

COURSE DESCRIPTION:

This is a graduate level course in child and adolescent psychopathology. The course will cover DSM-V child and adolescent disorders. The course will review prevalence, etiology, diagnostic criteria, co-morbidity and outcomes across the major childhood and adolescent mental health disorders. Teaching methods will include lecture, reading, class discussion, class activities, videos, clinical case reviews and group presentations.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION:

Students must be enrolled as a graduate student. There are no course prerequisites. The course substitutes for PSYC 6310 for students in the MAP-LSSP and MAP-General programs.

DATE AND TIME OF CLASS MEETINGS:

Classes meet in Hinton 207 on Monday from 6:30 – 9 p.m. beginning August 25, 2014 and ending December 1, 2014.

INSTRUCTOR INFORMATION INSTRUCTOR INFORMATION

Name: Verdi R. Lethermon, Ph.D.

E-mail: vlethermon@hbu.edu

Office Phone: (281) 649-3131 (Psychology Department phone number)

Office Location: Adjunct Office, Third Floor Hinton

Office Hours: TBD

LEARNING RESOURCES:

Required Text

Wicks-Nelson, R. & Israel, A. (2012). *Abnormal child and adolescent psychology* (8th ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 9780205036066

Required Articles

*Additional readings can be downloaded on Blackboard or through HBU's electronic library system. Please note that additional articles will be assigned at the instructor's discretion.

Recommended Text

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders DSM-V*. Washington, DC: American Psychiatric Association. ISBN: 0809042558

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association. ISBN: 9781433805615

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In accordance with the university purpose (including its commitment to academic excellence, the Christian faith, personal growth, respect for all persons, a sense of community, and career preparation), this course endeavors to:

1. Provide a supportive atmosphere for students from all backgrounds, which fosters intellectual and social interaction in the teaching-learning processes;
2. Encourage academic excellence, freedom, and objectivity;
3. Promote the development of critical and creative thinking, compassion, responsibility, and continued interest in learning.

RELATION TO COLLEGE GOALS AND PURPOSES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATIONSHIP TO DEPARTMENT OF PSYCHOLOGY GOALS AND PURPOSES

This course contributes to graduate study in psychology by providing an educational program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.”

Child Psychopathology provides an opportunity for students to demonstrate competencies in the following areas:

1. Promote interpersonal communication, respect for diversity and a commitment to building community
2. Enhance students’ understanding of the scientific and systematic study of behavior and mental processes, especially as it relates to culture
3. Encourage comprehensive learning and active engagement with the current developments in the field of multicultural psychology
4. Effective utilization of technology and writing projects to support student competency and learning outcomes
5. To provide students a challenging and practical educational experience, in keeping with the goals of the College of Education and Behavioral Sciences.

COURSE OBJECTIVES:

Overview/ purpose of the course

The purpose of this course is to introduce students to culture and diversity issues in counseling in the North American context. Students will be introduced to theories and research related to diversity and multicultural counseling. The question of culture sensitive psychological care with respect to diverse populations in North America will be addressed. Culturally appropriate counseling techniques, strategies, and interventions will be explored. The course will help students gain practical knowledge and skills needed for multicultural counseling.

Learning Objectives:

1. Understand psychological problems experienced by children and adolescents.
2. Gain exposure to the current diagnostic classification system for diagnosing mental disorders in children and adolescents (DSM-V).
3. Understand methods of identification, assessment, intervention and prevention for child and adolescent mental health disorders.
4. Become acquainted with current issues related to the treatment of child and adolescent psychopathology.
5. Students will begin to develop a set of appropriate skills to assist in the provision of ethical and culturally competent treatment to children and adolescents experiencing mental health disorders.

Upon completion of this course, students should be able to:

1. Demonstrate a greater awareness and understanding of the challenges involved in assessing for and treating psychological problems.
2. Understand the interplay or nature and nurture in the development of psychopathology.
3. Explain the onset, course and prognosis of the major psychological disorders diagnosed during childhood.
4. Recognize the importance of early diagnosis and treatment of childhood disorders.
5. Show an increased level of sensitivity to ethical and multicultural issues when it comes to diagnosing and treating childhood psychological disorders.

Technology, writing and oral objectives:

Basic computer proficiency, especially Word processing skill, is expected from students to complete the written assignments. Familiarity with the use of PowerPoint and video technology is required. Additionally, students must be familiar with the use of web-based resources for gathering information pertinent to course material and/or projects.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Classification, Assessment and Treatment
2. Neurodevelopmental Disorders
3. Mood Disorders
4. Anxiety Disorders
5. Trauma and Stress-related Disorders
6. Schizophrenia spectrum and other disorders

TEACHING STRATEGIES:

Teaching strategies will include lecture, discussion, student group work/presentations and video presentations. Furthermore, learning will be facilitated through the following activities:

1. Class participation and reading of assigned chapters prior to class.

2. Meeting course objectives and expectations.
3. Mastery of course materials through class participation, exams and writing projects.
4. Enhanced ability to research and apply psychological principles through the completion of written assignments.
5. Academic honesty in both written assignments and exams.
6. Students are expected to have their own copies of the required text book, and to study for themselves the assigned readings even if they are not being covered in the class lectures.
7. Appropriate classroom behaviors that contribute to a learning atmosphere.

ASSESSMENT OF LEARNING:

Assignment¹	Learning Objectives	Standards²	Percentage
Class Activities and Assignments	1, 2, 3, 4, 5	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	20
Mid-term	1, 2, 3, 4, 5	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	15
Research Paper	1, 2, 3, 4, 5	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	15
Clinical Case Paper	4, 5	2.5*, 2.11*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	15
Group Presentation	1, 2	2.5*, 2.11*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	15
Final Exam	1, 2, 3, 4, 5	2.5*; Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)**	20

*National Association of School Psychologists (NASP)

**Texas Administrative Code (TAC)

¹ Descriptions for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including National Association of School Psychology (NASP) and the Texas State Board of Examiners for Psychologists (TSBEP) standards.

GRADING STANDARDS:

The following grading scale will be used to determine each student’s course grade:

Average	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
83 – 86	B

80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
Below 70	F

WRITING GUIDELINES:

APA writing style must be followed (font, space, margin and paragraph rules, citation and references rules, cover page, header and footer, and other relevant rules) for the Article Review assignment. Students who are not familiar with the APA writing system are encouraged to visit the APA website.

CLASSROOM POLICIES

Absence and Tardy Policies

Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

For this course, attendance penalties will be made for over three (3) absences. That is, you may be absent for any reason 3 times before a grade penalty is incurred. For any absence over 3 (but up to 7, after which you receive an automatic F, per the policy above), 1 point will be deducted from your overall, final grade for the course. Therefore, please use those absences wisely.

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper’s due date. No paper will be graded without meeting this requirement beforehand. A separate handout will be provided to give detailed instructions on this process which must include the class identification number and class password.

In accordance with FERPA, and to best protect the students’ privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student’s name

and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Ten (10) points will be deducted from the paper grade for each day the paper is late.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom and show appropriate respect for the instructor and other students. Inappropriate behavior toward the instructor, in or out of the classroom, may result in a directive to the offending student to leave the classroom or the course entirely.

Classroom behaviors that disturb the teaching-learning experiences include the following behaviors: activated cellular phone or other device, demands for special treatment, frequent episodes of leaving and then returning to the class, excessive tardiness, leaving class early, making offensive remarks or disrespectful comments or gestures to the instructor or other students, missing deadlines, prolonged chattering, sleeping, arriving late to class, dominating discussions, shuffling backpacks or notebooks, disruption of group work, and overt inattentiveness. It is at the discretion of the instructor as to whether laptops will be allowed for use in the classroom.

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your emails should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences, which will result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work and Missed Exams

All papers that are turned in after the due date will have **ten points** deducted per day from the assignment grade. There is no exception to this policy. A student is allowed to make-up a missed exam but it will be made up at a day and time that is convenient for the professor **and** it will be an essay exam. For missed quizzes, students will have to answer all of the questions instead of five (5) out of the eight (8) questions.

Learning Disabilities

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. **Documentation of Difficulties:** If a psychology graduate student fails to demonstrate an acceptable level of performance on one or more professional standards during any class or field experience, a form is filed in the College of Education and Behavioral Sciences office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms are filed, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

The content of this syllabus and the attached schedule are subject to change at the discretion of the professor.

Verdi R. Lethermon, Ph.D

August 25, 2014

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (NASP, TAC standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

NASP STANDARDS	APPLICABLE ASSESSMENTS
<p>I. PROGRAM CONTEXT/STRUCTURE</p> <p>School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.</p>	<p>Information is provided in Section I.</p>
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE</p> <p>School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.</p>	
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p><input type="checkbox"/>#1 <input checked="" type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4</p>

sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	<input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.

NAME OF ASSESSMENT	
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:
2	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Texas Administrative Code

Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.83 (a)

Tentative Schedule

Week	Topic	Readings	Assignment(s) Due
August 25, 2014	Introduction to the study of child and adolescent psychopathology Course & Syllabus Overview	<ul style="list-style-type: none"> ▪ Chapter 1 	<ul style="list-style-type: none"> ▪ Login to Blackboard ▪ Download Syllabus ▪ Obtain textbook and course readings
September 1, 2014- Labor Day NO CLASS			
September 8, 2014	Developmental Perspective of Child and Adolescent Psychopathology	<ul style="list-style-type: none"> ▪ Chapters 2 and 3 	
September 10, 2014-Last day to drop without a “W”			
September 15, 2014	Research	<ul style="list-style-type: none"> ▪ Chapter 4 	
September 22, 2014	Classification, Assessment and Treatment Diagnosis: DSM-IV-TR vs. DSM-V	<ul style="list-style-type: none"> ▪ Chapter 5 ▪ Selected Reading 	
September 29, 2014	Neurodevelopmental Disorders	<ul style="list-style-type: none"> ▪ Chapters 9 and 10 	<ul style="list-style-type: none"> ▪ Research Paper
October 6, 2014	Neurodevelopmental Disorders (continued)	<ul style="list-style-type: none"> ▪ Chapters 11 and 12 	
October 13, 2014	Anxiety Disorders	<ul style="list-style-type: none"> ▪ Chapter 6 	
October 20, 2014- Midterm Exam			
October 27, 2014	Mood Disorders	<ul style="list-style-type: none"> ▪ Chapter 7 	
October 31, 2014- Last day to drop with a “W”			
November 3, 2014	Disruptive Disorders	<ul style="list-style-type: none"> ▪ Chapter 8 	
November 10, 2014	Trauma and Stressor-Related Disorders	<ul style="list-style-type: none"> ▪ Selected Reading 	<ul style="list-style-type: none"> ▪ Clinical Case Paper
November 17, 2014	Schizophrenia Spectrum and Other Psychotic Disorders	<ul style="list-style-type: none"> ▪ Review Chapter 12 	

		▪ Selected Readings	
November 24, 2014	Feeding and Elimination Disorders, Substance Use	▪ Selected Readings	
December 1, 2014			▪ Group Presentations
December 8-11- Final Exams			

*****The above procedures and schedule may be subject to change based on the discretion of the professor.**

Descriptions of Course Requirements

1. **Two Exams** (Midterm Exam = 15%, Final Exam = 20%)

There will be a midterm and a final (not cumulative), which will count towards 35% of the final grade. The format of these exams will be multiple choice, fill in the blank and true or false, and will cover material from the lectures, class discussions, online activities, textbook and other assigned readings. You will be responsible for material covered in class that is not in the textbook, as well as material in the textbook that is not covered in class. You are encouraged to form study groups to review material and prepare for the exams.

Please note: The exams will only be administered on the dates and times listed, so plan accordingly. If you arrive late to the exam, you will still need to turn in your exam at the end time indicated. NO make-up exams will be scheduled, except in the case of emergency (e.g., personal illness, death in the family). Students requesting a make-up exam must obtain approval from the instructor *prior to* the exam and provide official written documentation verifying the emergency.

2. **Research Paper** (15%)

Students will be asked to choose a diagnosis of interests and then become an expert on the topic. Your research paper should be 5-10 pages in length.. Your paper should cover the following material:

- A description of the symptoms of this disorder
- Discussion of changes in the diagnostic criteria for the assigned diagnosis from DSM-IV-TR to DSM-V
- Prevalence and normative data
- Assessment methods and common assessment tools, if any, for accurate diagnoses
- Rule out criteria associated with substance-related disorders, disorders related to a general medical condition, adjustment disorders, and malingering
- The boundary conditions with no mental disorder
- Exclusion criteria for other disorders with similar symptoms
- Possible etiologies (if known)
- Current treatment approaches, including medication (if relevant)
- Empirically-based treatment approaches for this disorder
- Other treatment approaches utilized in treating this diagnosis
- Local resources for children/adolescents [and their families] living with this diagnosis

3. **Clinical Case paper** (15%)

This paper (5-10 pages each) will give you an opportunity to demonstrate your understanding of child and adolescent psychopathology and apply your knowledge to “real world” situations and issues. Students will be provided with a case vignette describing a child or adolescent experiencing a mental health issue. Your papers should demonstrate your knowledge of child and adolescent psychopathology, DSM-IV-TR/DSM-V criteria, relevant research and treatment approaches. Papers will be graded according to content, grammar, and style. Papers should be uploaded via Blackboard Vista. There will be additional information regarding the clinical case paper provided in class.

4. **Group Presentation** (15%)

Students will be assigned to groups of 2-3. Students will be provided with a case vignette describing a child or adolescent experiencing a mental health issue. Each group will be responsible for presenting a case formulation, which includes research on the diagnosed disorder, preferred treatment approaches and recommendations. There will be additional information regarding the group presentations provided in class.

5. **Class Activities and Assignments** (20%)

Active, meaningful participation is an important aspect of this course. You will be graded on your class participation, including your role in the successful completion of class activities and assignments. There will be several in-class activities and assignments throughout the semester. This includes online discussions, response questions, short quizzes, small group work, “5-minute essays” or other brief assignments requiring students to apply or expand upon something they read or learned in class, reflect upon their own personal experiences or ideas, etc. The in-class activities and assignments are designed to help you learn the course material in a more meaningful manner.

Please note: There are no make-ups allowed for missing class when an in-class activity/assignment is collected. If you miss class, you were not able to participate. It will be your responsibility to find out from your classmates what you missed.