

Psychology 617—Child Psychopathology
Course Syllabus
Summer Session C, 2006

Instructor: Sharon Harrell, MA, NCSP
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Class Meeting: Tuesdays & Thursdays 4:30—7:10
Center for Cognitive Development, CRS Bldg
10340 Democracy Lane, Suite 202

Office Hours: Tuesdays & Thursdays, by appointment

Goals & Objectives:

This is a comprehensive survey of the major categories of psychopathological disturbance in children and adolescents, with an emphasis on those likely to be encountered by practicing school psychologists. Philosophical, methodological, historical and cultural issues that impact the diagnosis and treatment of disorders will be covered as well. Students will conduct additional exploration and investigation of treatment options and community providers and facilities.

Texts:

1. Mash, E.J & Barklely, R.A. (2003) *Child Psychopathology (2nd ed.)*. New York: Guilford Press.
2. American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders (4th ed., Text revision)*. DSM-IV-TR. Washington, D.C.

Course Expectations:

This course consists of seminar discussion, lecture, assigned reading, research paper presentations, exam and direct contact with a community agency or provider in the form of interview or volunteer work.

The latter will substitute for some of the normally expected class meeting hours during this compressed course period.

Attendance:

The student is responsible for all information from each class. Since this is a seminar format with fewer classroom hours than is typically required, class attendance is expected.

Honor Code:

You must comply with the GMU Honor Code. You are encouraged to study together and to work in groups on the community experience, if desired. The research paper and final exam will be individual work.

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

Grading:

93—100=A; 90—91=A-; 87—89=B+; 83—86=B; <80=F.

- Seminar discussion/class participation: 25 points
- Research paper & teacher handout: 25 points
- Community experience: 25 points
- Final exam: 25 points

Research Paper & Teacher Handout:

You will write a 5 to 8 page research paper (APA style) describing and evaluating current evidence-based treatment paradigms for a given disorder. In addition, you are to prepare a one-page handout for teachers with a brief description of the disorder, some recommendations for classroom approaches/interventions and reference(s) for additional information appropriate to a lay reader.

You are to submit a copy of both for each of your classmates.

Paper topic deadline is Tuesday, July 11th. Papers are due Tuesday, August 1st.

Community Project:

In lieu of classroom time, you are asked to identify a community organization, agency or individual who provides services to children and/or adolescents with one of the disorders covered. Familiarize yourself with the program and/or individual. Write and submit a one page bulleted paper on the services provided by the individual or organization; the kinds of things that appear to be effective with that program/person and any barriers to service for the affected population. Be prepared to discuss your experience with the instructor.

Experience should be completed and paper submitted by Thursday, August 3rd.

Reading Assignments, in addition to pertinent sections of DSM IV--TR

Date:	Topic:	Reading:
Th 7/6	Developmental systems & ADHD	Ch. 1 & 2
T 7/11	MR & LD/ Paper Topic	Ch. 11 & 12
Th 7/13	ODD & CD	Ch. 3
T 7/18	Mood Disorders	Ch. 5
Th 7/20	Anxiety Disorders	Ch. 6
T 7/25	Autism & Childhood Schizophrenia	Ch. 9 & 10
Th 7/27	PTSD & Social Withdrawal	Ch. 7 & 8
T 8/1	Eating Disorders/Health-Related Disorders	Ch. 15 & 16
	Treatment Paper & Handout	
Th 8/3	Adolescent Substance Abuse	Ch. 4
	Community Project Write-Up	
	Exam	