

Pediatric Psychopathology

Psychology 395

Spring 2007

Faculty

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Office Hours: Wednesday 2:00–3:00 p.m.: Tuesday and Thursday (except Feb 15) 8:15 - 9:15: or by appointment.

This syllabus is on Blackboard and on the Internet at:

<http://www.ups.edu/faculty/anton/crazykids>

Students with Disabilities

Services for eligible students are based on individual need as determined by a review of relevant documentation. Academic support services and auxiliary aids are designed to offset the limitations of disability and to reduce its impact within the academic environment. If you have a disability, go to: http://www.ups.edu/cwl/disabilities_home.htm for more information on obtaining classroom accommodations or modifications.

Plagiarism and Academic Honesty

I assume that you are familiar with the UPS Academic Handbook rules regarding academic honesty, particularly as those rules apply to plagiarism. The following website, supplied to me by Professor Rebecca Martinez of Indiana University, offers a very useful interactive tutorial about what is and what is not plagiarism: www.Indiana.edu/~istd.

Texts & Readings:

- ? Gregory, J. (2003). *Sickened: The Memoir of a Munchausen by Proxy Childhood*. Bantam.
- ? Hornbacher, M. (1999). *Wasted*. Harper.
- ? Haddon, M. *The Curious Incident of the Dog in the Night-Time*. Vintage
- ? Mash, E. J. & Wolfe, D. A. (2005). *Abnormal Child Psychology*. Wadsworth, 3rd Edition.
- ? Spiegel, A. The Dictionary of Disorder. *The New Yorker*, Jan 3, 2005 (BlackBoard)
- ? Zito, J. M., Safer, D. J., dosReisS, Gardner, J. F., Boles, M., & Lynch, F. (2000). *Trends in the prescribing of psychotropic medications to preschoolers*. *JAMA*. 283, 1025-1030. (BlackBoard)

Course Description and Objectives:

Our course will focus on the major forms of atypical mental health development in childhood and adolescents. These include:

- ? Disorders of **Behavior** (e.g. Attention-Deficit Hyperactivity Disorder [ADHD], Oppositional-Defiant Disorder and Conduct Disorder),
- ? Disorders of **Emotion** (e.g. depression and anxiety),
- ? Problems related to **Physical Health** (e.g. eating disorders, child abuse and neglect, enuresis and encopresis),
- ? Disorders related to **Development** (e.g. autism) and
- ? Disorders related to **Learning** (e.g. dyslexia & dysgraphia).

The objectives of this course are designed so that you can reflect on the etiology, clinical diagnostic, and treatment of childhood psychopathology from a perspective that

appreciates and integrates the biological, social, and interpersonal factors that lead to unhealthy mental development. Mental health disorders in children and adolescents are a source of anguish among parents, educators, peers, health care providers, as well as law enforcement officials. Youth violence is an epidemic. So is adolescent depression.

In order to address the issues of serious mental health problems that confront youth, a variety of learning activities have been designed to assist you in achieving course goals.

Course goals:

- ? To appreciate the range and depth of variables that can affect mental health development in children and adolescents.
- ? To make connections between empirical research and clinical case material in both diagnosis and treatment.
- ? To analyze empirical research related to mental health care in children and adolescents.
- ? To generate questions regarding issues in pediatric psychopathology.
- ? To communicate your knowledge orally and in writing.

In an effort to reach these goals, I will utilize different approaches:

1. The course will emphasize both oral and written communication skills; you will be writing and participating in class discussions on a regular basis and you will be expected to read and critically analyze empirical research.
2. I expect you will be able to discuss the strengths and weaknesses of the research design, problems in data analysis, and be able to critique interpretations proffered by authors based on their data. Undoubtedly, you will each learn about multiple areas in developmental psychopathology that are new to you, in addition to expanding your knowledge in areas you may have previously studied or speculated about.
3. I hope to highlight classical and contemporary issues in developmental psychopathology, such as views on autism, which rapidly evolved from a “blame the mother” perspective, to a molecular/genetic understanding. In doing so, I expect us to engage in heated discussion, to broach issues in taxonomy, (for example, how do Asperger’s Syndrome and Autism differ?) etiology, diagnosis, and treatment, and to demonstrate the manner in which differing theoretical views can be integrated to provide a fuller understanding of child psychopathology within the broader context of the family and society.

Evaluation:

There are four ways in which I plan to assess your knowledge and engagement in the course:

1. Four exams. Each exam will be worth 12.5% of your final grade.
2. An in-class media presentation, worth 20% of your final grade
3. Reaction papers on *Wasted*, *“Curious,”* and *Sickened* (10% each)

Exams:

Exams will be based on lecture material and reading assignments and will have a varied format.

Papers:

1. Reaction papers: For autobiographies, *Wasted* and *Sickened*, as well as the Haddon novel, you will be expected to write a 500-750-word paper. Details will be posted on BlackBoard at the appropriate time

Each paper will be worth 10% of your grade.

2. Media Project:

The purpose of this assignment is to assess the accuracy of media presented pediatric mental health disorders. This assignment is an effort to analyze the discrepancies between fact and media fiction relating to psychological phenomena. A presentation and paper will serve to integrate the work that you are doing in class and to address the question: how accurately do the media present developmental psychopathological conditions to the public?

Examples of movies that represent developmental psychopathological conditions are:

Agnes of God
Don't Say A Word
Frances
Heavenly Creatures
Mad Love
My Left foot

Dead Ringers
I am Sam
Mercury Rising
The Other Sister
Angel Baby
Mad Love

The media assignment will entail a 30-35 minute class presentation of the syndrome. Two presentations per class will occur during the last weeks of the semester.

Presentation:

As you know, the media can strongly influence public perception of behavior. They do this through visual images, dialogue and nonverbal communication. People frequently assume that what the media presents is truth. However, misrepresentations occur.

Students have been randomly assigned to three person teams. Your team number is on the front of your syllabus. There will be time in class for your group to develop strategies for planning and executing the project.

Your task will be to research a syndrome portrayed in a video (see resource guide below) and to present an analysis of the syndrome and its characterization on film. Using video clips from the film, demonstrate how well the film characterizes the syndrome or neuropsychological condition. Note discrepancies between the actual syndrome and its representation. The class will discuss with your team the accuracy of the syndrome portrayal, the ethical and philosophical dilemmas involved and other issues surrounding the syndrome.

All teams will meet with me to get approval for the video. X or NR rated films are prohibited. The class presentation will include the following:

- A summary of the syndrome.
- Video clips from a movie that has an actor afflicted with the syndrome.
- An analysis of the video for the accuracy with which it depicts the syndrome.
- The societal impact of misinformation depicted in the movie.
- The ethical implications of the video.

The class presentation will be a team effort and each student will get the same grade for the group presentation (15%) as well as an individual score for their part in the presentation (5%). Grading criteria will be provided.

Student presentations will occur during the last weeks of the semester. In the interest of breadth, teams may select any topic, but repetition of topics will be discouraged. Some of

the syndromes you find in the media may be rare and cause you some difficulty in your research

Participation:

Your third task is to participate in this class in a meaningful way. This class depends on your enthusiasm, leadership, involvement, and willingness to engage your colleagues in lively discussion. This class also often reminds students of events or psychological conditions that may be particularly relevant to them and their family. I expect that you will respect any disclosure that another student makes and that what is said in class, stays in class.

It is absolutely critical that you do the reading before class, listening carefully to other students' presentations, presenting your own assigned material, and for participating in classroom discussion.

In summary, your grade will be based on a 100 point scale: 12.5 points for each of four examinations (50 points), 10 points each for three book related papers, and 20 points for your presentation (15 for the group and 5 for you). Since participation is so critical in this class, I reserve the right to increase or decrease your grade by 5% based on your participation

Grades will be distributed according to the following point totals:

95-100	A	73.4-76.6	C
90-94.9	A-	70.0-73.3	C-
86.7-89.9	B+	66.7-69.9	D+
83.4-86.6	B	63.4-66.6	D
80.0-83.3	B-	60-63.3	D-
76.7-79.9	C+	<60	F

Schedule of Classes

Section 1: Fundamental Issues in Pediatric Psychopathology

Jan 16: Introduction to Course: So what is a child psychologist anyway?

Jan 18: Topic: Developmental & Historical Perspectives. The Diagnostic & Statistical Manual (DSM) – 4th Edition.

Reading: Spiegel: The Dictionary of a Disorder (BlackBoard)

Jan 23: Topic: The Diagnostic and Statistical Manual (DSM) of Mental Disorders: What is and isn't abnormal in developmental psychopathology?

Reading: Mash & Wolfe. Ch. 1, Ch. 4, pp. 91 – 97.

Jan 25: Topic: Etiology & Prognosis: Science and intuition in childhood psychopathology: Efficacy vs. effectiveness.

Reading: Mash & Wolfe, Ch. 3, pp. 50–69

Jan 30: Reaction Paper 1: *SICKENED*

Topic: Ethical issues in pediatric psychopathology: Informed consent, voluntary participation, confidentiality, custody, gender, age, and culture. Child Custody issues.

Reading: Mash & Wolfe, Ch. 3, 70 - 71.

Feb 1: Topic: Clinical Assessment: Interviewing strategies, developmental history, observational techniques, Mental Status Exam.

Reading: Mash & Wolfe, Ch. 4, 80-85.

Feb 6: Topic: Clinical Assessment: Intelligence,
Reading: Mash & Wolfe, Ch. 4, 86 – 91.

Feb 8: Topic: Clinical Assessment – Educational Achievement Assessment
Reading: Mash & Wolfe, Ch. 4, 86-91.

FEB 13: Clinical Assessment: Executive functioning and Personality
evaluation techniques.
Reading: Mash & Wolfe, Ch. 4, 86-91.

FEB 15: Test 1

Section 2: Pediatric Psychopathology: Disorders of Behavior

FEB 20: Topic: Oppositional-Defiant Disorder
Reading: Mash & Wolfe. Ch. 6, pp. 142 -178.

Feb 22: Topic: Conduct Disorders
Reading: Mash & Wolfe, Ch 6. Pp. 142-178

Section 3: Pediatric Psychopathology: Disorders of Emotion

Feb 27: Topic: Anxiety Disorders: Phobias, Separation Anxiety, Generalized Anxiety Disorder,
Obsessive-Compulsive Disorder, Post Traumatic Stress Disorder
Reading: Mash & Wolfe Ch. 7.

Mar 1: Test 2

Mar 6: Topic: Mood disorders: Childhood Depression & Bipolar disorder:
etiology, demographics
Reading: Mash & Wolfe, Ch. 8, pp. 220-243

Mar 8: Topic: Childhood depression & Bipolar: treatment options
Reading: Mash & Wolfe, Ch. 8, pp. 244-252.
Guest speaker: Robert Bielke, Ph.D.

Mar 20: Topic: Pervasive Developmental disorders: Autism,
Reading: Mash & Wolfe, Ch. 9, pp. 284-309
Haddon: *The Curious Incident of the Dog in the Night-time*

Mar 22: Topic: Pervasive Developmental disorders, Asperger Syndrome,
childhood schizophrenia.
Reading: Mash & Wolfe Ch. 9. pp. 310-316.

Mar 27: Topic: Autism: Societal and familial costs
Reading: Mash & Wolfe Ch. 9. pp. 303-309
Paper 2: Haddon due

Mar 29: Test 3

Apr 3: Topic: Pediatric Psychopharmacology
Reading: Zito, J. M. Safer, D. J., dosReisS., Gardner, J. F., Boles,

M. & Lynch, F. (2000). Trends in the prescribing of psychotropic medications to preschoolers. *JAMA*. 283,1025-1030.

Apr 5: Attention Deficit Hyperactivity Disorder

Reading: Mash & Wolfe, Ch. 5, pp. 109 - 133.

Guest Speaker: Brad Steinfeld, Ph.D.

Apr 10: Topic: Learning disabilities: treatment approaches

Mash & Wolfe Ch 11, pp. 317-344

Guest Speaker: Ivey West

Apr 12: Topic: Eating disorders

Reading: Mash & Wolfe, Ch. 13, pp. 376-400.

Hornbacher: *Wasted*.

Guest: George Jackson, M.D.

Apr 17: REACTION PAPER 3: WASTED

Topic: Pediatric Psychopharmacology

Reading: Zito, J. M. Safer, D. J., dosReisS., Gardner, J. F., Boles,

M. & Lynch, F. (2000). Trends in the prescribing of psychotropic medications to preschoolers. *JAMA*. 283,1025-1030.

Guest Presenter: John Rose, M.D., Ph.D. Child psychiatrist

Apr 19: Media Presentation: Groups 5 & 8

Apr 24: Media Presentation: Groups 3 & 6

Apr 26: Media Presentation: Groups 2 & 4

May 1: Media Presentation: Groups 1 & 7

Final Exam (Test 4):

Thursday, May 10: 8:00 until 9:50 a.m.