A. Protocol

Course Name: Psychopathology of Childhood  
Course Number: PSY 702  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online): 30  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Upon completion of the course the student will:

1) Identify classification systems and the problems associated with the diagnosis, assessment and treatment of childhood psychopathology.

2) Identify the biological, sociological and cultural factors involved (and their interrelatedness) in the etiology of deviant behavior and its treatment.

3) Describe a range of culturally responsive interventions for dealing with the unique problems of ethnic minority children.

4) Describe the characteristic features of autism, emotional disturbance, intellectual disability, multiple disabilities, other health impairment or health disabilities, specific learning disability, traumatic brain injury, sensory disabilities, physical disabilities.

5) Define the legal and ethical standards that relate to the practice of professional psychology and school practice.

6) Describe the current research on outcome and process assessment regarding intervention for children with disabilities.

7) Develop and evaluate appropriate intervention plans for students with a variety of exceptionalities.
8) Discuss the use of technology to facilitate the successful inclusion of students with exceptionalities.

9) Identify characteristics and important education considerations for various categories of exceptionalities.

10) Describe and demonstrate linking clinical diagnosis to treatment planning for childhood disorders.

11) Delineate the role of family systems and their influence on the child’s cognitive, emotional and social behavior.

12) Demonstrate the importance of collaboration with other health care professionals to promote positive behaviors and achievement in children.

C. Catalog Description:

Intensive study of the cognitive, emotional and behavioral disorders in children and adolescents. Emphasis is on etiology, early recognition and approaches to treatment or intervention in the schools.

D. Outline of the Course:

Week 1: Topic: Introduction to Child Psychopathology
(1) Current versus historical approaches to child psychopathology
(2) Normal and abnormal development
Readings: Wicks-Nelson & Israel (2013) Chapters 1 & 2
Assessment: 1. Quiz on content

Week 2: Topic: Biological & Environmental Contexts of Psychopathology
(1) Brain, Nervous System and Risk for Disordered Functioning
(2) Genetic Context
(3) Learning and Cognition
(4) Sociocultural Context
Readings: Wicks-Nelson & Israel (2013) Chapter 3
Assessment: 1. Quiz on content

Week 3: Topic: Specific Diagnostic Issues in Child Psychopathology
(1) DMS-IV-TR
(2) The Individual with Disabilities Education Act [IDEA]
(3) Pennsylvania State Department of Education Regulations [Chapter 14; Chapter 6]
(4) Specific diversity (age, gender, socioeconomic status), cultural, legal and ethical issues in child psychopathology
NASP Ethical Guidelines
www.naspweb.org/services/certification/ethics.html


Assessment:  1. Quiz on content

Week 4: Topic: Anxiety Disorders
(1) Generalized Anxiety & Obsessive-Compulsive Disorder
(2) Post-traumatic Stress Disorder
(3) Social Skills Deficits
(4) Case Study
Readings: Wicks-Nelson & Israel (2013) Chapter 6


Assessment:  1. Discussion Thread: How do anxiety disorders relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations? Address classification/identification as well as interventions/adaptations in the regular education setting.
2. Quiz on content

Week 5: Topic: Mood Disorders
(1) Acute, Chronic, Masked Childhood Depression
(2) Bi-Polar Disorder
(3) Suicide
(4) School-Based Interventions
(5) Case Studies

Assessment:  1. Discussion Thread: How do mood disorders relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations? Address classification/identification as well as interventions/adaptations in the regular education setting.
2. Quiz on content
Week 6: Examination on the content from Weeks 1-5

Week 7: Topic: Conduct Problems
   (1) Factors associated with oppositional defiant disorder and conduct disorder
   (2) Etiology and diagnosis
   (3) Individual and family interventions/school services
   (4) Case study
Readings: Wicks-Nelson & Israel (2013) Chapter 8

2. Quiz on content

Week 8: Topic: Attention-Deficit Disorder
   (1) Etiology and diagnosis
   (2) Treatment planning
   (3) Case examples of integration of assessment and interventions

Readings: Wicks-Nelson & Israel (2013) Chapter 9


Assessment: 1. Discussion Thread: How does attention-deficit disorder relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations?
Address classification/identification as well as interventions/adaptations in the regular education setting.

2. Quiz on content

Week 9:  Topic: Language and Learning Disabilities  
(1) Case Study  
Readings:  Wicks-Nelson & Israel (2013) Chapter 10


2. Quiz on content

Week 10:  Topic: Psychological Aspects of Intellectual Disability  
(1) School Services to Those With Intellectual Disability  
(2) Case Study  
Reading:  Wicks-Nelson & Israel (2013) Chapter 11

2. Quiz on content

Week 11:  Topic: Autism Spectrum Disorder and Schizophrenia  
(1) Autism and PDD  
(2) School Services/Interventions  
(3) Case Study  
Readings:  Wicks-Nelson & Israel (2013) Chapter 12

Assessments:  1.Discussion Thread: How do autism spectrum disorders relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations? Address classification/identification as well as
interventions/adaptations in the regular education setting.
2. Quiz on content

**Week 12:**

**Topic:** Autism Spectrum Disorder and Schizophrenia (continued)

1. Autism and Asperger’s Disorder
2. School Services/Interventions
3. Case Study

**Readings:** Wicks-Nelson & Israel (2013) Chapter 12

**Assessments:**
1. Discussion Thread: How do autism spectrum disorders relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations? Address classification/identification as well as interventions/adaptations in the regular education setting.
2. Quiz on content

**Week 13:**

**Topic:** Disorders of Basic Physical Functions— including sensory, physical and health disabilities

1. Case Study

**Readings:** Wicks-Nelson & Israel (2013) Chapter 13

**Assessments:**
1. Discussion Thread: How do sensory, physical and health disabilities relate to IDEA and the Pennsylvania State Department of Education Chapter 14 Regulations? Address classification/identification as well as interventions/adaptations in the regular education setting.
2. Quiz on content

**Week 14:**

**Topic:** Psychological Factors Affecting Medical Conditions

- **Historical Context**
- Psychological and Family Influences on Medical Conditions
- Consequences of Chronic Conditions
- Facilitating Medical Treatment
- The Dying Child

**Reading:** Wicks-Nelson & Israel (2013) Chapter 14

**Assessments:**
1. Quiz on content

**Week 15:**

**Final examination on the content of weeks 7-14**
E. Teaching Methodology:

1) Traditional Classroom Methodology

A variety of teaching online methodologies will be used in teaching this course. They include, but are not limited to: multi-media presentations, whole class threaded discussions and small group discussions, analysis of readings, case studies, reflections, individual projects, group projects, peer student comments, online communication strategies (i.e., email, chat rooms, phone conferences, webinars, etc.), and incorporation of Internet resources. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

2) Online Methodology

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:


G. Assessment Activities:

1) Traditional Classroom Assessment

The following are examples of assessment strategies that will be used. Individual instructors may customize different activities.

a) Performance assessment tasks

b) Written assignments and reports

c) Threaded online discussions

d) Online participation

e) Exams and/or quizzes

f) Individual projects

g) Group projects

h) Case studies

i) Analysis of student work samples
j) Article/Book critiques
k) Journal reflections
l) Portfolio development
m) Research development

2) General Conduct Of Course:

a) Learning Experiences:

In order to maximize the learning experience, your participation in the following experience is essential:

1. Class Participation
   Regular class attendance and active participation in all class activities and discussions are required.
2. Required Reading
   It is suggested that all material be read as soon as possible since background information will make class discussions more meaningful.

b) Quizzes/Examinations:

In addition to the weekly quizzes on course content, there will be two comprehensive exams during the course. Exams will cover material from the readings, lectures and class discussions.

c) Discussion Threads:

Students will be expected to participate in weekly discussion threads on D2L.

d) Research Paper:

An APA-style literature review paper (10-15 pages) pertaining to any topic discussed in class. Research Paper Grading Rubric will be utilized
e) Practicum Experience:

Objectives

The Practicum experiences of this course address Program goals related to intervention planning and research.

Activities

Each student will complete ten (10) hours in the field observing special needs children and adolescents. Students are encouraged to observe a variety of educational placements involving diverse populations.

Evaluations/Feedback

Student performance will be evaluated using practicum evaluation forms. Feedback will be provided to each student based on the evaluation results.

2) Online Assessment

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

Students with disabilities:
• Reserve the right to decide when to self-identify and when to request accommodations.
• Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
• Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
• Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
• Location: Azorsky Hall – Room 105
• Phone: (724) 938-5781
• Fax: (724) 938-4599
• Email: osdmail@calu.edu
• Web Site: http://www.calu.edu/current-students/student services/disability/index.htm
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


American Psychiatric Association (1994). Diagnostic and Statistical Manual-IV.


Commonwealth of Pennsylvania Code of Ethics Department of State, Bureau of Professional and Occupational Affairs, State Board of Psychology (October, 2000).


National Association of School Psychologists [undated]. “Standards for the Provision of School Psychological Services” Silver Spring, MD.

National Association of School Psychologists’ “Principle for Professional Ethics” [NASP, undated].


JOURNALS

BEHAVIORAL DISORDERS

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING EXCEPTIONAL CHILDREN
JOURNAL OF CLINICAL CHILD PSYCHOLOGY
JOURNAL OF CONSULTING CLINICAL PSYCHOLOGY
JOURNAL OF EARLY INTERVENTION
JOURNAL OF SCHOOL PSYCHOLOGY
PSYCHOLOGY IN THE SCHOOLS
SCHOOL PSYCHOLOGY QUARTERLY
SCHOOL PSYCHOLOGY REVIEW

Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course: This course is designed to address the National Association of School Psychologist’s standards for graduate training programs which require candidates to understand psychological and educational foundations. Intensive study of the cognitive, emotional and behavioral disorders in children and adolescents is covered. Emphasis is on etiology, early recognition and approaches to treatment or intervention in the school setting. This is an existing course that needed to be revised in order to comply with Chapter 49 requirements from the Pennsylvania Department of Education.
L. Specialized Equipment or Supplies Needed: No.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain) No.
2. Does the course require additional physical resources? (Please explain) No.
3. Does the course change the requirements in any particular major? (Please explain) No.
4. Does the course replace an existing course in your program? (If so, list the course) No.
5. How often will the course be taught? This course will be taught once each academic year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name) No.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline. Not applicable.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC. No.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.