I. **Course Title:** Psychopathology of Childhood  
**Course Number:** PSY 702  
**Credits:** 3  
**Date of Revision:** April 2005

II. **Course Prerequisite(s):** None

III. **Catalogue 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.

IV. **Competencies Addressed:**

**Intervention** – Develop a knowledge base and the skills to identify controllable, causal aspects of social, emotional, and academic difficulties and be able to consult and collaborate in the design, implementation, and evaluation of interventions based on these aspects.

**Research** – Become educated consumers of research relating to school psychology and be able to apply these research findings to the development of solutions for educational and psychological problems. Be able to disseminate information from the school psychology knowledge base to promote healthy school environments.

V. **Course Objectives:**

Upon completion of the course the student will:

A. Develop an awareness of classification systems and the problems associated with the diagnosis, assessment and treatment of childhood psychopathology.

B. Develop an awareness of the biological, sociological and cultural factors involved (and their interrelatedness) in the etiology of deviant behavior and its treatment.

C. Gain insight into a range of culturally responsive interventions for dealing with the unique problems of ethnic minority children.

D. Develop an awareness of the characteristic features of autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury.
V. Course Objectives (continued):

E. Learn the legal and ethical standards that relate to the practice of professional psychology and school practice.

F. Review the current research on outcome and process assessment regarding intervention and develop and evaluate appropriate intervention plans.

G. Learn and gain experience in linking clinical diagnosis to treatment planning for childhood disorders.

H. Develop an awareness of family systems and their influence on the child’s cognitive, emotional and social behavior.

I. Learn to collaborate with other health care professionals to promote positive behaviors in children.

VI. Course Outline and Readings:

Class 1: Topic: Introduction to Child Psychopathology
(1) Current versus historical approaches to child psychopathology
(2) Normal and abnormal development
Readings: Gelfand (2003) Chapter 1

Class 2: Topic: Specific Diagnostic Issues in Child Psychopathology
(1) DMS-IV
(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
Readings: Gelfand (2003) Chapter 4
NASP Ethical Guidelines
www.naspweb.org/services/certification/ethics.html

VI. Course Outline and Readings (continued):


Class 3: Topic: Disruptive Disorders
(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: Gelfand (2003) Chapter 9


Class 4: Topic: Attention-Deficit Disorder
(1) Etiology and diagnosis
(2) Treatment planning
(3) Case examples of integration of assessment and interventions


VI. Course Outline and Readings (continued):

Class 5:  Topic: Psychological Aspects of Mental Retardation
       (1) School Services to Those With Mental Retardation
       (2) Case Study
       Reading: Gelfand (2003) Chapter 12

Class 6:  Topic: Anxiety Disorders
       (1) Generalized Anxiety & Obsessive-Compulsive Disorder
       (2) Post-traumatic Stress Disorder
       (3) Social Skills Deficits
       (4) Case Study
       Readings: Gelfand (2003) Chapter 7


Class 7:  Topic: Learning Disabilities
       (1) Case Study
       Readings: Gelfand (2003) Chapter 11


VI. Course Outline and Readings (continued):

Class 8: Topic: Pervasive Developmental Disorders  
(1) Autism and Asperger’s Disorder  
(2) School Services/Interventions  
(3) Case Study  


Class 9: Topic: Mood Disorders  
(1) Acute, Chronic, Masked Childhood Depression  
(2) Bi-Polar Disorder  
(3) Suicide  
(4) School-Based Interventions  
(5) Case Studies  
Readings:  


Class 11: Topic: Other Health Impaired  
(1) Individuals with Disabilities Education Act [IDEA]  
(2) Psychological Factors in Physical Disorders
VII. **General Conduct Of Course:**

1. **Learning Experiences:**

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

   A. **Class Participation**
      Regular class attendance and active participation in all class activities and discussions are required.

   B. **Required Reading**
      It is suggested that all material be read as soon as possible since background information will make class discussions more meaningful.

2. **Examinations:**

   There will be two exams during the course. Exams will cover material from the readings, lectures and class discussions.

3. **Psychological Report:**

   There are two psychological reports that are due for the course. The first integrates the clinical interview, developmental, educational, medical history and assessment data. The second has all of the requirements of the first as well as treatment planning and monitoring recommendations. [See Appendix A].

4. **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 [See Appendix B]

5. **Conference Attendance:**

   The student will attend a professional conference or workshop. The conference must offer C.E.U. credits to Psychologists, Counselors, Social Workers, etc.

6. **Practicum Experience:**

   **Objectives**

   The Practicum experiences of this course address Program goals related to intervention planning and research.
VI. General Conduct Of Course (continued):

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.

VIII. Teaching Methodology:

A. Lectures and classroom discussions

B. Case vignettes

IX. Evaluation of the Student:

A. Examinations:

B. Reports of practicum experience

C. Case vignettes/reports

D. Term paper, journal review.

X. Bibliography:


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


X. Bibliography (continued):


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


X. Bibliography (continued):


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].


X. Bibliography (continued):


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
APPENDIX A

Case Study

HEADING (Identifying Info)

Name, birthdate, age grade, teacher

Relevant Background Information: and Definition of Problem:
APPENDIX B

Research Paper Grading Rubric

Add this page!