

**Nova Southeastern University  
Center for Psychological Studies**

**Course Outline**

**Course # & Title:** PSY 586 Diagnosis and Treatment of Child & Adolescent Psychopathology

**Credit Hours:** 3

**Location/Section:** Tampa/TP3

**Dates:** May 2, 3, 4, 2008  
May 16, 17, 18, 2008

**Instructor:** Mark Middlebrooks, Ph.D.  
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**Class Meeting Times:**

Fridays	6:00 PM - 10:00 PM
Saturdays	8:30 PM - 6:00 PM
Sundays	8:30 PM - 5:30 PM

**Required Text:**

American Psychiatric Association (1994). *Diagnostic and Statistical Manual of Mental Disorders*. (4<sup>th</sup> ed.). Washington, DC: American Psychiatric Association Press. ISBN 0-89042-025-4.

Kronenberger, W. G. & Meyer, R. G. (2001). (2<sup>nd</sup>. Ed.) *The child clinician's handbook*. Boston: Allyn and Bacon. ISBN: 0-205-29621-1

**Course Description:**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

## **Course Objectives:**

Successful participation in this course will be demonstrated by the following:

- Recognize and classify childhood psychopathology within the DSM-IV-R diagnostic system
- Understand the primary etiological factors and theoretical models proposed for the major psychiatric disorders of children and adolescence
- Knowledge of ethical treatment approaches for each disorder
- Knowledge of the basic psychotropic medications used in the major disorders for the purpose of making appropriate referrals and monitoring side effects
- Be able to describe how each major psychiatric disorder will present on the mental status examination

## **Calendar of Assignments:**

### **Friday, May 2**

Chapter 1: *Diagnosis, Assessment, and treatment in clinical practice*

Chapter 10: *Pervasive developmental disorders*

### **Saturday, May 3**

Chapter 12: *Mental retardation*

Chapter 11: *Learning, motor skills, and communication disorders*

Chapter 13: *Tic disorders*

Chapter 2: *Attention-deficit/Hyperactivity disorder*

### **Sunday, May 4**

Chapter 9: *Schizophrenia*

Chapter 3: *Disruptive behavior disorders*

Midterm Exam

**Friday, May 16**

Chapter 5: *Mood disorders*

Chapter 6: *Anxiety disorders*

**Saturday, May 17**

Chapter 15: *Gender identity disorder*

Chapter 16: *Reactive attachment disorder*

Chapter 4: *Elimination disorders*

Chapter 7: *Eating disorders*

**Sunday, May 18**

Chapter 14: *Selective mutism*

Chapter 8: *Somatiform disorders*

Final Exam; All written work (Extra credit) due

**Description of Written Assignments:****Exams:**

There will be two (True/False and Multiple choice) and/or essay exams equally weighted. One will be given at Midterm and the other is a Final exam. Exams will include material covered in the lectures, required readings, and class discussions.

**Extra credit:**

Extra credit will be available (ten points maximum possible) for a short (no longer than ten pages) paper. The paper should include but is not limited to the following: 1) relevant literature (articles or books, films, etc.) which may expand, highlight or bring out other points pertinent to the primary topic of review (topics may come from the required or related readings, lectures, or be based on experience as a non paid volunteer); 2) a cogent statement of the primary position or viewpoint which the literature suggests and, 3) your personal perspective regarding the particular topic.

Participation and report as a volunteer in a recognized facility may be accepted for extra credit. Points are awarded on the basis of a paper describing the benefits and costs of being involved in the volunteer experience. Research relevant to being a volunteer or relevant to the area in which you volunteer should be included.

All written work must be in APA style and include a face sheet with the following information: University name, student's name, course name and number and date. All written work should also reflect a cross-cultural perspective.

All written work must be completed by the last day of class. Any exceptions to this rule must be made by prior written agreement as outlined in the *Master's Programs in Mental Health Counseling and School Guidance and Counseling, Policies and Procedures Handbook*.

### **Class presentation:**

On the first night of class each student will be assigned a chapter from the text to present to the class the following weekend. Class presentations should be presented on the assigned date.

The presentation should:

- Summarize the chapter
- If applicable, contrast healthy, non-psychopathological (normal) developmental processes with unhealthy processes
- If the presentation includes a focus on a specific disorder, include etiology, typical course, diagnostic criterion and treatment recommendations based on positive outcome studies (what works)
- You may include, as appropriate, handouts and/or audio/visual material to clarify the chapter

### **Professional Behavior:**

Students are reminded for the need for professional behavior and responsibility in and out of the classroom (see the Master's Programs handbook, evaluation of students). This includes but is not limited to issues such as attendance, being on time, cell phones in the classroom, appropriate behavior toward peers, etc.

**Grading criteria:**

Grading will be based on an accumulation of points. A maximum of 100 points (not counting the 10 points that are possible from the extra credit paper) is possible. Points will be awarded on the following basis:

Midterm Exam.....	33%
Final Exam.....	33%
Presentation.....	34%
 Total Grade.....	 100%

(Total Grade including possible extra credit.....110%)

**Grading scale:**

A	90 - 100
B	80 - 89
C	70 - 79
F	0 - 69

## **Bibliography:**

- Jongsma, A.E., Peterson L.M., McInnis, W.P. (1996). *The child and adolescent psychotherapy treatment planner*. New York: John Wiley & Sons. ISBN-10: 0471156477
- Kaplan, H. I. & Sadock, B.J. (1985). *Comprehensive textbook of psychiatry IV* (4<sup>th</sup> ed.). Baltimore: Williams & Wilkins.
- Mash, E. J., & Barkley, R. A. (Eds.) (2003). *Child psychopathology* (2<sup>nd</sup>. Ed.). New York: The Guilford Press.
- Morris, R.J. & Kratochwill, T.R. (Eds.) (1998). *The practice of child therapy*. (3<sup>rd</sup> Ed.). Boston: Allyn & Bacon. ISBN: 0-205-16818-3.
- Orton, G. L. (1997). *Strategies for Counseling with Children and their Parents*. Pacific Grove California: Brooks/Cole Publishing Co. ISBN 0-534-23280-9
- Patterson, G.R. (1976). *Living with children: New methods for parents and teachers* (Revised Ed.). Champaign, Ill.: Research Press. ISBN 0-87822-130-1.
- Prout, H. T. & Brown D. T. (Eds.) (1999). *Counseling and psychotherapy with children and adolescents: Theory and practice for school and clinical settings* (3<sup>rd</sup> ed.). New York: John Wiley & Sons.