SYLLABUS

I. TEXT (Required)


II COURSE DESCRIPTION

Psychology 5351 is a graduate seminar in developmental psychopathology. The seminar is at an advanced level of study. In the course of our work together this summer, we will examine new ideas about normal development as well as those factors influencing the development of psychopathologies in children, adolescents and ultimately adults.

Students will examine ethical and professional issues involved in the treatment of children and adolescents. The course material and lectures are designed to encourage students to integrate their existing knowledge of human development, personality theory, abnormal psychology, cognitive psychology, sensation and perception, ‘theory of mind’ as well as cultural anthropology, and philosophy.

The lectures will move quickly and be highly detailed and applied in nature. You will not succeed in this course if you do not read the books and attend the seminars. We will not lecture the texts, we will assume you have done your work and have read the assignment. It is critical to your success that you attend these lectures and participate in the discussions. Although we will take roll will not penalize anyone for poor attendance. As a matter of courtesy you may call us and let us know if you will not be in class.

III. STUDENT LEARNING OBJECTIVES

1. The student will know and understand the principles of the developmental view of psychopathology.

2. The student will know how to assess and diagnose childhood psychological disorders,
3. The student will learn treatment modalities for childhood psychological problems,

4. The student be familiar with the ethical code of the American Psychological Association as it pertains to the assessment and treatment of children and adolescents.

5. The student will be familiar with the regulations and laws of practice as pertains to children and adolescents as regulated by the Texas State Board of Examiners of Psychologists

IV. EXAMS

There will two take home examinations worth 100 points each. Examinations will be given on the dates listed in the syllabus.

V. ATTENDANCE

Class attendance is advised and checked. It will not be possible to successfully complete this course without regular attendance. If you miss a class, however, you still will be held responsible for all that transpired during that class, including schedule changes, material covered, and exams given.

VI. DETERMINATION OF GRADES

Course grades will be based primarily on the total number of points earned by the end of the semester. There are 200 possible points. To receive an "A" for the course, you will need between 200 and 181 points (or 90% of the possible points). A "B" requires between 161 and 180 points (80%), a "C" requires 141 and 160 points (70%), and a "D" requires between 121 and 140 points (60%).

At the discretion of the instructor a student's grade may be raised but never lowered, for any of the following reasons:

1. Quality of class attendance and participation,
2. Improvement throughout the course
3. Isolated low grade.

These exceptions to the "total points" rule will be considered only when a student's final average is within a few points of the cut-off for the next highest grade.

VIII. STUDENTS WITH SPECIAL NEEDS

The Americans with Disabilities ACT (ADA) requires that all students with disabilities be
guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Services Office at (361) 825-5816 or visit the office in Corpus Christi Hall Room 216.

**IX. ACADEMIC ADVISING**

The College of Liberal Arts requires that students meet with an Academic Advisor and your faculty advisor often. The Academic Advisor will set up a degree plan, which must be signed by the student. The College's Academic Advising Center is located in Driftwood 203, and can be reached at 825-3466.

**X. ACADEMIC RESPONSIBILITY**

The current University Catalog and Student Handbook discuss plagiarism and academic dishonesty. Any student violating these codes will be held responsible.

**XI. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XII. OFFICE HOURS**

Monday 6:00 PM to 7:00 PM
Tuesday 11:00 AM to 12:00 PM, .
Thursday 11:00 AM to 12:00 PM, and 6:00 PM to 7:00 PM.
Other times by appointment

**XIII. ASSIGNED READING**

Marsh & Barkley – MB
Sroufe – S

06/05 MB – I. INTRODUCTION
MB – Child Psychopathology: A developmental –  
systems perspective Pages 3 – 75
S – PART I. UNDERSTANDING DEVELOPMENT

S – Ch. 1 – The Challenge 3 – 22  
S – Ch. 2 – A Perspective on Development 23 – 45

06/13 MB – II. BEHAVIORAL DISORDERS

MB – Attention Deficit Hyperactivity Disorder – 76 – 144

S – PART II. DEVELOPMENT AND ADAPTATION

S – Ch. 5 – Adaptation in Infancy 87 – 105

06/17 MB – Conduct and Oppositional Defiant Disorder – 145 – 199

S – Ch. 6 – Adaptation in the Toddler Period: Guided Self-
Regulation 106 – 120

06/19 MB – Adolescent Substance Use Disorder – 200 – 233

S – Ch. 7 – Adaptation in the Preschool Period: The
Emergence of the Coherent Personality 121 – 147

07/01 III. EMOTIONAL AND SOCIAL DISORDERS

MB – Childhood Mood Disorders – 234 – 278

S – Ch. 8 – Adaptation in Middle Childhood: The Era
Of Competence 148 – 173

06/24 MB – Childhood Posttraumatic Stress Disorder – 279 – 330

S – Ch. 9 – Adaptation in Adolescence: Autonomy with
Connectedness 174 – 198

06/26 MB – Social Withdrawal In Childhood – 331 – 371

S – Ch. 10 – The Transition to Adulthood 198 – 218

07/01 IV. DEVELOPMENTAL AND LEARNING DISORDERS
PART III – DEVELOPMENT AND PSYCHOPATHOLOGY

S – Ch. 11 – The Development Process

MB – Childhood On-Set Schizophrenia – 409 – 454

S – Ch. 12 – Behavioral and Emotional Disorders

MB – Mental Retardation (Intellectual Deficiency) –

S – Ch. 13 – Clinical Implications

MB – Learning Disabilities –

S – Ch. 14 – The Tasks Ahead

07/03

07/08

07/10

07/15

V. INFANTS AND CHILDREN AT RISK FOR DISORDER

MB – Disorder And Risk For Disorder During Infancy
And Toddlerhood –

07/17

VI. EATING AND HEALTH RELATED DISORDERS

MB – Eating Disorders –

MB – Health Related Disorders

07/22

687 – 715

716 – 750