

# Psychology 347-001

## Behavior Disorders in Children

### Spring, 2020

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*Purpose:* This course will examine current issues relevant to an understanding of child and adolescent behavior disorders from a developmental psychopathology perspective. By virtue of readings, lecture, and class discussions, students will become familiar with the essential features and characteristics of mental health problems found in child and adolescent populations (see p. 2 for course objectives relating to the undergraduate major and NASP training standards for school psychologists).

*Required Text:* Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal child and adolescent psychology-DSM 5 update* (8th ed.). New York: Pearson/Prentice Hall.

*On E-reserve:* Barkley, R. A. (2013). Distinguishing sluggish cognitive tempo from ADHD in children and adolescents: Executive functioning, impairment, and comorbidity. *Journal of Clinical Child and Adolescent Psychology, 42*, 161-173.

Frick, P. J., Ray, J. V., Thornton, L. C., & Kahn, R. E. (2014). Annual research review: A developmental psychopathology approach to understanding callous-unemotional traits in children and adolescents with serious conduct problems. *Journal of Child Psychology and Psychiatry, 55*, 532-548.

Evans, S., Owens, J. S., & Bunford, N. (2014). Evidence-based psychosocial treatments for children with Attention-deficit/Hyperactivity Disorder. *Journal of Clinical Child and Adolescent Psychology, 43*, 527-551.

*Grades for the Course:* Final grades, based on a curve applied to total points, will result from the following activities:

First Exam (February 14)	50 points
Second Exam (March 06)	50 points
Final Exam (TBA)	50 points
Intermittent Quizzes	<u>24 points</u>
Total	174 points

(The lowest quiz score will be dropped at the end of the semester)

NB: Graduate students are required to write a manuscript in APA style of 10-12 pages representing a systematic review of treatment research on a specific topic. The instructor must approve this topic *no later than* March 30, and the completed paper must be submitted *no later than* April 27, 2020. This paper will be evaluated on an acceptable/unacceptable basis. You are expected to review and cite current narrowly focused treatment research published in scientific journal articles. Do not cite your textbook or other texts.

Psychology 347 is designed to meet the following Learning Objectives of the undergraduate major in Psychology:

- 1.1 - Use the concepts, language, and major theories of the discipline.
- 1.2 - Explain the major perspectives of psychology (e.g., behavioral, biological, cognitive, humanistic, evolutionary, psychodynamic, sociocultural).
- 1.3 - Describe psychology in relation to other disciplines or interdisciplinary fields of study.
- 1.4 - Demonstrate knowledge and understanding in theory and research in overarching themes and applications of psychology.
- 2.2 - Evaluate the appropriateness of conclusions presented in psychological research.
- 3.1 - Describe the major applied areas of psychology (e.g., clinical, school, forensic, health).
- 3.6 - Transfer knowledge from classroom learning and research findings to applied situations.
- 4.2 - Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- 7.4 - Approach problems effectively.

Psychology 347 is designed to meet the following NASP training standards for School Psychologists:

- Standard 1: Data-Based Decision Making and Accountability
- Standard 2: Consultation and Collaboration
- Standard 3: Learning and Instruction
- Standard 4: Socialization and Development of Life Skills
- Standard 5: Student Diversity in Development and Learning
- Standard 6: School and Systems Organization, Policy Development, and Climate
- Standard 7: Prevention, Crisis Intervention, and Mental Health
- Standard 8: Home/School/Community Collaborations
- Standard 9: Research and Program Evaluation
- Standard 10: School Psychology Practice and Development
- Standard 11: Technology Standards

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*Course Schedule*

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week of Jan. 13	Orientation; Explanatory Models	Text: Ch. 1, 2
Week of Jan. 20	Developmental Issues; Epidemiology	Text: Ch. 3
Week of Jan. 27	Classification and Assessment of Children's Behavior Disorders	Text: Ch. 5
Week of Feb. 03	Conduct Disorder	Text: Ch. 8
Week of Feb. 10	Conduct Disorder	Frick et al. (2014)
Week of Feb. 17	Attention-deficit/Hyperactivity Disorder	Text: Ch. 9
Week of Feb. 24	Attention-deficit/Hyperactivity Disorder	Barkley (2013)
Week of Mar. 02	Attention-deficit/Hyperactivity Disorder	Evans et al. (2014)
Week of Mar. 09	Spring Vacation	
Week of Mar. 16	Disturbed Peer Relations	
Week of Mar. 23	Cognitive Deficits and Learning Disorders	Text: Ch. 10; 11
Week of Mar. 30	Mood Disorders	Text: Ch. 7
Week of Apr. 06	Anxiety Disorders	Text: Ch. 6
Week of Apr. 13	Autism and Schizophrenia	Text: Ch. 12
Week of Apr. 20	Health-related Disorders	Text: Ch. 13; 14
Week of Apr. 27	Implications	Text: Ch. 15

*Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).*