**University of Baltimore**

**Yale Gordon College of Liberal Arts**

**Division of Applied Behavioral Sciences**

Special Topics: Child and Adolescent Therapy

APPL 627.185

Fall, 8/27/14 – 12/16/14

Tuesdays 8:15 p.m. – 10:45 p.m.

Academic Center 405

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Email: jpassley@ubalt.edu Office hours: Tuesdays 7:00 p.m. – 8:00 p.m.

Office Telephone: 410-312-7633 by appointment

**Course Syllabus**

# I. COURSE DESCRIPTION

This course is designed to provide students with a greater understanding of the psychological disorders of childhood. The course will cover the assessment, diagnosis, and treatment of childhood/adolescent disorders. It will cover a broad range of disorders and will look at influences on the various disorders.

**II. COURSE OBJECTIVES**

1. To be able to apply different theories to explain the causes of child psychopathology.

2. To understand the biological, genetic, and environmental etiologies of the major child disorders.

3. To understand how to conduct a thorough child clinical interview which will obtain the information needed for a diagnosis.

4. To identify and categorize different types of childhood psychological problems.

5. To gain a knowledge base of the past and current trends in the field of child psychopathology.

6. To develop an understanding of a therapeutic relationship with a child/adolescent and their caregivers.

7. Become familiar with therapeutic work in various treatment settings.

**III**. **Course Requirements:**

A. **Class attendance and participation** are critical aspects of this course. In class meetings will occur 9/9, 9/23, 10/7, 10/21, 11/4, 11/18, 12/2, 12/9.

During our online weeks, biweekly discussions online will occur within your course “Discussion forum section of Sakai.” The instructor will post topics to the conferences section. Students are expected to post a **minimum** of three contributions to the discussion online. **These postings may be brief (two paragraphs) but must be a substantive contribution to the topic under discussion and reflect the quality of discourse characteristic of a master’s level class, as determined by the instructor.** One posting assignment is due by **Wednesday 11:30 p.m.** and the second posting by **Friday 11:30 p.m.** The third posting will be a comment on one of your classmates’ postings which is due by **Friday 11:30 p.m. (One paragraph or less)**. It is expected that students will stay up to date with the coursework. **Late postings will negatively affect your course grade because they will not be accepted**.

**The following is a scoring guide for our online discussion forum**

**A** Posts in discussions indicate careful reading of and critical reflection on readings and supports opinions with evidence from the readings. Comments on other posts and responds appropriately to comments on own posts. Uses appropriate vocabulary. Is attentive to spelling and grammar.

**B** Posts in discussions indicate reading and basic understanding of reading assignments. Supports some opinions with evidence from reading. Offers occasional comment on other posts and usually responds to comments on own post. Ideas are sometimes unclear due to poor organization or poor word choice. Occasional spelling and grammatical errors.

**C** Posts suggest incomplete reading or poor understanding of the material. Either does not offer an opinion on reading material or fails to support the opinion with evidence from the reading. Rarely comments on other posts and fails to respond to comments on own work. Frequent spelling and grammatical errors.

**D** Posts are rare and do not answer the discussion question, or do not indicate reading and comprehension of the reading assignments. Does not comment on other posts or reply to comments on own posts, Spelling and grammar is so problematic that the message is garbled.

**0** Student did not use the discussion board.

**The following is a scoring guide for our online discussion groups forum**

The online discussion groups are an essential part of the course. As this is a graduate level course, I expect you to participate regularly by reading the discussions and contributing to them. I expect you to follow up on any responses to your contributions.

You and the other participants in your group will be going off and searching out information, and these discussion groups provide you with an opportunity to share your knowledge, to seek feedback from fellow students as well as tutors on your ideas, and to ask for help when you need it. The discussion topics are closely related to the assignments.

You are expected to respond to the topic, issue, or question with comments that are considered, and that reflect your personal opinions, experiences, and knowledge. Where appropriate, your comments should take into account the relevant course readings. Feel free to quote readings you feel might be of interest to others in your group. Try to remain focused in the topic.

Active participation in the discussion is expected and encouraged. Each post should:

* Add to the discussion
* Bring about a new way of looking at the issues being raised
* If possible, incorporate the readings or other academic sources (quoting small passages is acceptable)
* Encourage the communication of the discussion; respect the point-of-view of the other students, allowing for the discussion of different points-of-view without judgment

Students who miss classes for any reason are responsible for all of the material covered

in class. Students who fail to appear in class on a scheduled exam date must contact the instructor **within 24 hours** of the date to avoid receiving a failing grade. Make-up exams are not allowed unless under very reasonable and documented circumstances.

All in class absences, regardless of the reason, will count against your attendance and participation grade. More than **4 unexcused absences** will result in an automatic administrative withdrawal from the course.

B. **Discussion of assigned readings and presentations** will comprise a large portion of our class. In order for this class to be successful, everyone must take an active part. Questions, comments, criticisms, etc. should be voiced by everyone in class discussions. This is your chance to converse about issues found in readings and to connect our class to issues in current events or in your everyday experiences.

**C. Research Paper**

A final research paper will challenge you to develop your written communication skills and provide you with practical experience in disseminating your ideas, research, and experiences. Each student will be responsible for researching and writing an in-depth summary of a specific disorder or treatment modality pertaining to a disorder of interest. A short proposal outlining the topic and structure of the project including some primary reference sources must be submitted **no later than October 7th**. The final paper should be between 8 to 10 double spaced pages in length. To achieve an A on the research paper, it must have good analytical and critical thinking, excellent content, and be written in APA style and format.

Your research paper is due November 18th, 2014.

Late submission of any work will not be accepted.

Note: Plagiarism is a serious offense. It will result in a failing grade and possibly a failing grade for the course.

# In all papers which are accepted, the quality of writing will be weighted equally with content in determining your grade. However, failure to use proper reference citations may be considered plagiarism, which carries more serious sanctions. The sanction for any act of plagiarism is an automatic dismissal from the course with a grade of “F” AND referral to Academic Affairs for a hearing and possible further sanctions. The definition of plagiarism and procedures for how it is handled at UB are outlined in the Student Handbook, which is available online or in the Dean’s office (AC 200).

As a part of an institution-wide effort to ensure the originality of student work, the University of Baltimore licenses Turnitin, a commercial text matching service that analyzes students’ submissions against its own archive of student papers, articles and web sites to report on student originality and identify possible plagiarism.  Incorrect use of other individuals’ work will likely result in plagiarism charges, which can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB.  All UB faculty members reserve the right touse thisor other measures to evaluate your work for originality and proper attribution.  Not understanding the definition of plagiarism or improper attribution are not excuses for failure to abide by originality requirements in this or any other course.

**Academic Integrity Policy:**The academic integrity policy is included in the student handbook found [http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic\_Integrity](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=https%3a%2f%2fwebmail.ubalt.edu%2fowa%2fredir.aspx%3fC%3dx40ga9hle069FH8u7uOBfHT7-LQCktEIN-8jt9Gc2u82FBPxpRSN2Oxm0kJdl761CCi9eoPtM6A.%26URL%3dhttp%253a%252f%252fwww.ubalt.edu%252fcampus-life%252fstudent-handbook.cfm%2523Academic_Integrity)

D. **Examinations** Students will have two exams, one at mid semester and a final

exam. Both exams will cover theories, research, controversies, and applications of

child/adolescent counseling.

E. **Field Assignments** Students will complete three assignments describing their experiences and findings. Each assignment should be between 2 to 4 double spaced pages in length.

* An interview of a child therapist or conducting a visit of a facility to explore how child mental health services are delivered.
* Conducting research of local mental health services for children such as non-profit agencies, county agencies, day treatment, regular schools, or special behavioral schools.

# Observation of a child: includes interaction (if possible). If there is interaction the child must be allowed to choose and lead the activity or play for at least 30 minutes. In absence of direct interaction with a child there can be a classroom or playground observation or 30 minutes of one particular child. The following questions should be answered for this particular assignment:

# What is the child doing?

# How do they interact with others?

# What was the child’s mood/affect?

# What are their physical gestures like?

# How do they follow directions and negotiate?

# Field Assignments are due December 2, 2014.

# IV. CLASSROOM PROCEDURES

A. Teaching methods include lecture, discussion, small groups and student presentations.

B. Grading:

Two (2) exams 20%

Research paper 20%

Class Attendance/Postings 50%

Field Assignments 10%

C. Any student with a tested or recognizable learning disability is encouraged to talk to the professor as soon as possible concerning alternative methods/approaches for fulfilling course requirements.

D. **Center for Educational Access | Academic Center 139 |** [**cea@ubalt.edu**](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=mailto%3acea%40ubalt.edu) **| 410.837.4775**

The University of Baltimore’s Center for Educational Access ensures that all UB students can achieve their academic potential unhindered by any disabilities. If you have a documented disability that requires accommodations, please contact the Center for Educational Access at 410.837.4775 or [cea@ubalt.edu](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=mailto%3acea%40ubalt.edu). The office is in the Academic Center, Room 139. The center provides reasonable and appropriate accommodations for students with documented disabilities. Even students with short-term disabilities, such as a broken arm, can take advantage of certain services if appropriate medical documentation is provided. For documentations guidelines, visit the Center for Educational Access website at [www.ubalt.edu/cea](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2fwww.ubalt.edu%2fcea).

**Langsdale Library | Reference & Instruction Librarians |** [**langref@ubalt.edu**](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=mailto%3alangref%40ubalt.edu) **| 410.837.4274  1.888.LANGREF | Langsdale Library online chat service:**[**http://langsdale.ubalt.edu**](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2flangsdale.ubalt.edu)**/research-help**

Reference and Instruction Librarians help students develop core information literacy skills, improving their ability to locate, evaluate, and use information as independent, life-long learners. In addition, librarians meet regularly with students in one-on-one and small group settings to provide guidance as students work through various aspects of the research and writing process, such as topic formulation, search strategies, and the evaluation of sources. You can contact the Reference & Instruction Librarian “on call” at the Reference Desk at Langsdale Library by phone, email, instant messaging, and in person. In addition, you can get reference assistance even when the library is closed through Langsdale’s partnership with Maryland AskUsNow!’s chat service. Follow the links from the Langsdale Research Help page: [http://langsdale.ubalt.edu](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2flangsdale.ubalt.edu)/research-help.

**The Achievement and Learning Center | Academic Center 113 |** [**www.ubalt.edu/alc**](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2fwww.ubalt.edu%2falc) **| 410.837.5383**

The ALC is a free resource for all UB students and offers support in three ways:

·     A *tutor or study facilitator* may be available for this course, either on-campus or online. Assistance in a variety of computer skills may also be available. Visit [www.ubalt.edu/tutoring](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2fwww.ubalt.edu%2ftutoring) to learn more, or stop by AC113.

·     *Writing consultants* can work with you one-on-one to improve your papers and provide suggestions for revisions. Writing consultants provide feedback on anything you're writing for UB courses at any point in the writing process, from getting started to final editing. You can also submit to the Online Writing Link through the MyUB portal to receive audio MP3 feedback; look for the OWL icon.

·     To gain a competitive edge in the classroom or the workplace, make an appointment with *Learning Consultant* Cydney Delia. Cydney works with students on goal-setting, time management, efficient learning strategies, working in teams, oral presentations, and exam taking. She can help you develop a personalized "master plan" for accomplishing your goals.

To make an appointment, visit [mywco.com/ubalt](https://webmail.ubalt.edu/owa/redir.aspx?C=ncmLMKyhgUu_-OvFy7PsMRlYVpueldEIDhdsblRx_ESsI8-h_dCnHH4jFZWdij7rSIFv1fun5gQ.&URL=http%3a%2f%2fmywco.com%2fubalt).

# V. REQUIRED TEXTS

Wicks-Nelson, R., & Israel, A. (2015). Abnormal Child Psychology. (8th ed.). Upper Saddle River, NJ: Pearson Education.

Kearney, C. (2013). Casebook in Child Behavior Disorders. (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Passley, J. (2006). Single Parenting in the 21st Century and Beyond. Victoria, BC: Trafford Publishing.

**RECOMMENDED**

Jongsma, A., Peterson, M., & McInnis, W. (2006). The Child Psychotherapy Treatment Planner. (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

# I. COURSE SCHEDULE AND READINGS

Note: This is a preliminary schedule that lists the assigned background readings in our primary textbooks. Supplementary readings may be assigned to emphasize issues of interest.

Date Topic Chapters

9/9/14 Review of Syllabus

**(In class)** Intro to Child Psychopathology Wicks-Nelson & Israel, Chps. 1,2 & 3 Exploring beliefs about children and childhood

Theories and Causes of Abnormal Behavior

9/16/14 Classification, Assessment and Intervention Wicks-Nelson & Israel, Ch. 5

**(Online)**

9/23/14 Attention-Deficit Hyperactivity Disorder Wicks-Nelson & Israel, Chps. 8, 9

**(In class)** Conduct Disorders Kearney, Ch. 6

9/30/14 Attention-Deficit Hyperactivity Disorder Wicks-Nelson & Israel, Chps. 8, 9

**(Online)** Conduct Disorders (continued) Kearney, Ch. 8 & 10

10/7/14 Anxiety Disorders Wicks-Nelson & Israel, Ch. 6

**(In class)**  **Research Proposal Due**  Passley, Ch. 1-5

Kearney, Ch. 2

10/14/14 Anxiety Disorders continued Wicks-Nelson & Israel, Ch. 6

**(Online)** Passley, Ch. 6-8

Kearney, Ch. 13

10/21/14 **Midterm**

**(In class)**

10/28/14 Evolving Concerns for Youth Wicks-Nelson & Israel, Ch. 15

**(Online)**

11/4/14 Mood Disorders Wicks-Nelson & Israel, Ch. 7

**(In class)** Kearney, Ch. 4

11/11/14 Mood Disorders continued Wicks-Nelson & Israel, Ch. 7, 12

**(Online)** Autism Spectrum Disorders Kearney, Ch. 11

11/18/14 Autistic Spectrum Disorders Wicks-Nelson & Israel, Ch. 12

**(In class)** **Research paper due**

11/25/14 Language and Learning Disabilities Wicks-Nelson & Israel, Chps. 10, 11

**(Online)** Intellectual Disability Kearney, Ch. 7

12/2/14 Disorders of Basic Physical Functions Wicks-Nelson & Israel, Ch. 13

**(In class)** **Field Assignments due** Kearney, Ch. 12

12/9/14 **Final Exam**

**(In Class)**

**\*The author of this syllabus reserves the right to change it at any time without**

**notice.**