**Psych 414 – Behavioral Disorders in Childhood**

Tuesday/Thursday 10:30-11:45am, Innovation Hall 136

**Instructor Information**

Andrew C. Salatino, M.A.

Email: asalatin@gmu.edu

Office: TBA

Office Hours: Thursday 12:00pm-2:30pm

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

**Required Text**

Abnormal Child Psychology, 6th Edition

Eric J. Mash; David A. Wolfe

ISBN - 10: 1305105427

**Technology**

Students will be expected to access and use Blackboard and their GMU e-mail on a regular basis. Important information, such as the syllabus and articles, will be posted on blackboard. To access Blackboard log in at: http://mymason.gmu.edu, click on the Courses tab and locate your course link in the Course List. Students should check their GMU email account regularly (at least once per day) and use it to when communicating with me about course-related matters. I will not send course information or updates to any email address other than those supported by GMU. Please include “PSYC 414” in the subject line of your email.

**Course Goals and Objectives**

The main goal of this course is to provide students with the opportunity to apply and expand their knowledge of clinical science within the context of childhood psychopathology. This course draws on past coursework in developmental, child, abnormal, and bio-psychology, to build a framework for the evaluation of current research and practice within the field of child clinical psychology. We will explore the symptoms commonly displayed by children diagnosed with mental health disorders that impair their cognitive, social, emotional, and behavioral functioning. We will also examine the potential etiological explanations and evidence-based treatment options associated with these conditions. By the end of this course, students will have a more comprehensive understanding of child mental health, the characteristics of the major disorders covered, the issues that surround diagnosis and treatment, and how to develop a case formulation.

**Course Format**

This course will be structured as an interactive lecture. Students are expected to have completed the assigned readings prior to class and to come with any questions or comments. Students will be asked to participate in in-class exercises and discussions.

**Cell Phones and Laptops**

The use of cell phones, including text messaging, is unacceptable during class time. If there is an emergent reason that you have to be contacted during class, please tell me at the beginning of class. The use of laptops is limited to note taking. Use of a cell phone or computer for anything other than note taking, will negatively impact your class attendance and participation grade.

**Students with Disabilities**

If you are a student with a documented disability and you need academic accommodations, please inform me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

**GMU Honor Code**

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. It is every student’s responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: http://oai.gmu.edu/the-mason-honor-code-2/ All violations of the Honor Code will be reported to the Honor Committee.

**Class Cancellation Policy**

In the event of inclement weather or an unexpected class cancellation, I will notify students by email. If class is cancelled, I will notify you by email about how we will make-up missed classes.

**Course Requirements:**

**Course Exams (300 points total)**

Objective: To comprehend theories, causes, and symptoms of psychological disorders in children and adolescence

* There will be four exams for this class (each worth 100 points) but only three will count toward your grade. You will drop your lowest exam grade. These exams will be given during regular class time as outlined in the syllabus in the schedule listed below. Exams will consist of multiple choice and short answer questions. If you are absent the day of the exam, this will count as your dropped exam.
* Because there are four scheduled exams and only three of them count toward the overall course grade, you may choose to either:

A) Take all four of the exams and drop your lowest exam grade OR

B) Take only three of the four exams

* Exam Make-Up Policy: There will be NO make-up examsfor this class because you can drop your lowest test grade. If you miss an exam, even for a legitimate reason, that will automatically be the exam that you drop. There will be no exceptions.

**Short Papers (100 points total)**

Objective: To promote active engagement with case material, improve understanding of the complexity of youth mental health conditions, learn how to develop a case formulation, and learn how to select appropriate treatments using scientific literature.

* There will be 2 short papers (4-6 pages, single-sided, double-spaced, 12-pt font, with 1 inch margins) each worth 50 points. You will select two case studies based on your primary areas of interest (mood, anxiety, ADHD, disruptive behavior, trauma, eating, substance abuse, etc.). One will be due at the START of class on October 10th and the other at the START of class on December 5th. I will post these case studies on blackboard along with an outline that should be followed. These write-ups should include child identifying information, summary of reported symptoms (cognitive, behavioral, emotional, physiological), a case formulation, DSM-V diagnoses, and recommendations for treatment. Papers must be turned in at the START of class on the due date. Five points will be taken off for each day that it is late (3 points off if turned in after class on the day it is due).

**Attendance and Participation (25 points total)**

You are expected to attend all class meetings and should come prepared to fully participate in each class. Class participation includes active involvement in class discussions, exercises, and assignments. There will be six in-class assignments spread throughout the semester. Each assignment will be worth 5 points (0 = did not complete, 3 = partial completion, 5= full completion). Your best 5 out of 6 in-class assignments will be counted towards your grade.

**Course Requirements and Assignments**

Grades for this course will come from three areas: exams (3 of the 4 total; dropping lowest grade), two short papers, and 5 in-class assignments. Points are allotted as follows:

|  |  |
| --- | --- |
|  | **Points** |
| 3 Exams (100 points each) | 300 pts. |
| 2 Short Papers (50 points each) | 100 pts. |
| 5 In-class Assignments (5 points each) | ­25 pts. |
|  | 425 pts. |

**Grading Scale:** All assignments and final grades will be evaluated on the following scale. (Reference:http://catalog.gmu.edu/content.php?catoid=29&navoid=6177#undergrad)

**Undergraduate Grading Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Percentage** | **Quality Points** | **Undergraduate Courses** |
| A+ | 97-100 | 4.00 | Passing |
| A | 93-96 | 4.00 | Passing |
| A- | 90-92 | 3.67 | Passing |
| B+ | 87-89 | 3.33 | Passing |
| B | 83-86 | 3.00 | Passing |
| B- | 80-82 | 2.67 | Passing |
| C+ | 77-79 | 2.33 | Passing |
| C | 73-76 | 2.00 | Passing |
| C- | 70-72 | 1.67 | Passing |
| D | 65-69 | 1.00 | Passing |
| F | 64 and under | 0.00 | Failing |

**Students Who Need Assistance**

If you are having a difficult semester and are having trouble meeting class requirements, I *highly* recommend that you contact me as soon as possible during the semester. I can only help you if you are proactive about doing well in the class. If you come to me at the end of the semester requesting assistance, there is very little that I can do to help. If you approach me as soon as you are encountering trouble I’m more than happy to do everything that I can to help. Once final grades are submitted to patriot web, grades are **final**. Thus, I strongly encourage you to come visit me during my office hours if you are in need of any assistance. If you are not able to come see me during office hours, please make an appointment for another time.

**Add and Drop Deadlines**

Last Day to Add Classes: September 3rd

Last Day to Drop (No tuition penalty): September 9th

Last Day to Drop (50% tuition penalty): September 17th

Selective Withdrawal Period: September 18th - 30th

**Course Schedule and Due Dates:**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Readings |
| 8/27 | Introduction to Normal and Abnormal Behavior, Part I | Syllabus & Chapter 1 |
| 8/29 | Introduction to Normal and Abnormal Behavior, Part I | Chapter 1 |
| 9/3 | Theories & Causes | Chapter 2 |
| 9/5 | Research | Chapter 3 |
| 9/10 | Assessment, Diagnosis, & Treatment, Part I | Chapter 4 |
| 9/12 | Assessment, Diagnosis, & Treatment, Part II | Chapter 4 |
| 9/17 | **Exam 1 (Chapters 1-4)** | ----- |
| 9/19 | Suicide & Non-Suicidal Self-Injury (NSSI) | Readings on BB |
| 9/24 | Mood Disorders, Part I | Chapter 10 |
| 9/26 | Mood Disorders, Part II | Chapter 10 |
| 10/1 | Anxiety Disorders, Part I | Chapter 11 |
| 10/3 | Anxiety Disorders, Part II | Chapter 11 |
| 10/8 | Trauma- and Stressor-Related Disorders, Part I | Chapter 12 |
| 10/10 | Trauma- and Stressor-Related Disorders, Part I  **PAPER 1 DUE AT START OF CLASS** | Chapter 12 |
| 10/15 | ***FALL BREAK (Monday Classes Meet Today)*** | ----- |
| 10/17 | **Exam 2 (Chapters 10-12 & Suicide and NSSI)** | ----- |
| 10/22 | Intellectual Disability | Chapter 5 |
| 10/24 | Autism Spectrum Disorders | Chapter 6 |
| 10/29 | Childhood-Onset Schizophrenia | Chapter 6 |
| 10/31 | Communication and Learning Disorders | Chapter 7 |
| 11/5 | Attention-Deficit/Hyperactivity Disorder (ADHD), Part I | Chapter 8 |
| 11/7 | Attention-Deficit/Hyperactivity Disorder (ADHD), Part II | Chapter 8 |
| 11/12 | **Exam 3 (Chapters 5-8)** | ----- |
| 11/14 | Conduct Problems Part I | Chapter 9 |
| 11/19 | Conduct Problems Part II | Chapter 9 |
| 11/21 | Eating Disorders | Chapter 14 |
| 11/26 | Feeding Disorders | Chapter 14 |
| 11/28 | ***THANKSGIVING BREAK*** |  |
| 12/3 | Health Related Disorders | Chapter 13 |
| 12/5 | Substance Use Disorders  **PAPER 2 DUE AT START OF CLASS** | Chapter 13 |
| 12/17 | **Exam 4 (Chapters 9, 13, 14) 10:30AM-1:15PM** | ---- |