James I. Perkins College of Education  
Human Services Department-School Psychology Program  
Educational Psychology 685-Child & Adolescent Psychopathology  
Fall 2018

Instructor: Sonya Poole, PhD, LPC, NCC, NCSP  
Day/Time: Mondays 7:15 pm to 9:45 pm  
Building/Classroom: HSTC #314  
Email: sonyapoole84@gmail.com  
Phone: 318.469.1556  
Course Credits: 3

Course Description: Comprehensive overview of etiology, identification (e.g., diagnostic nomenclature, DSM-5), and interventions for the emotional and behavioral disorders of children and adolescents.

Prerequisites: None, but course sequence should be followed.


LiveText Requirement:  
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Failure to complete LiveText assignments will result in a grade of WH in the course.

Course Objectives:  
Through the activities and objectives in this course, students will become prepared, competent, successful, caring, and enthusiastic professionals. They will continue to develop a sense of service, leadership, and professional growth while expanding their knowledge of the best practice strategies in the provision of psychological services to children and adolescents with mental health diagnoses. Through regular class attendance, quizzes, exams, and discussions, students will achieve an understanding within this subject area and be able to apply that information to their professional practice. As described in this syllabus, Educational Psychology 685 follows the mission, vision and core values of the College of Education and Stephen F. Austin
State University which is aligned with the school psychology curriculum and clinical experiences. This course is designed to meet the following core values and NASP domains:

Core Values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking.
- Life-long learning.
- Collaboration and shared decision-making.
- Openness to new ideas, culturally diverse people, and innovation and change.
- Integrity, responsibility, diligence, and ethical behavior.
- Service that enriches the community.

NASP Content Domains:

- Domain 1: Data-Based Decision Making and Accountability
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- Domain 4: Interventions and Mental Health Services to Develop Social/Life Skills
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health.

- Domain 6: Preventative and Responsive Services
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

- Domain 8: Diversity in Development and Learning
  School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

- Domain 10: Legal, Ethical, and Professional Practice
  School psychologists have knowledge of the history and foundations of school psychology; multiple services models and methods; ethical, legal, and professional standards; and other factors related to professional identify and effective practice as school psychologists.
Teaching Strategies:

A variety of instructional strategies are utilized during the course. These include lecture with visual aids, group discussion of topics, review of weekly quiz information, and presentation of topics by classmates. Students are expected to read the chapters before class and be able to answer questions in both written and verbal context.

Students with Disabilities:

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity:

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Withheld Grades Semester Grades Policy:
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Electronic Devices:

Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. Students should refrain from sending or receiving text messages during class. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

Attendance:

The attendance will be taken at the beginning of each class. You will lose five points for participation if you are not there when attendance is taken. This includes being late to class unless you have previously contacted the instructor. If you leave before class is over, you will also lose five participation points. Emergency situations must be discussed with the instructor.

Course Goals:

- Understand the epidemiology, etiology, and diagnostic criteria for psychological disorders observed within school-aged populations.
- Identify the major diagnostic classification systems used in the identification of childhood and adolescent psychopathology.
- Recognize the individuality of problems associated with child and adolescent psychopathology and the nature of current classification/diagnostic systems.
- Understand the impact of childhood mental health problems.
- Examine assessment, prevention, and treatment procedures for child and adolescent psychopathology.
Student Activities:

- The student will engage in weekly readings from the course textbook to gain a thorough understanding of child and adolescent psychopathology.
- The student will participate in classroom discussion of the different mental health diagnoses and their symptomology, as well as, treatment options.
- The student will complete weekly quizzes to review critical information and ensure appropriate interpretation of the course material.
- The student will demonstrate understanding of the concepts presented during class and in the book by passing written examinations.
- The student will demonstrate their knowledge of the various mental health disorders through the completion of an individual presentation.

Evaluation Methods:

- Participation: 50 Points
  - 5 Point Deduction per Class

- Weekly Quizzes: 100 Points
  - 12 Quizzes Total
  - Drop Lowest 2 Scores
  - 10 Quizzes @ 10 Points
  - Based on Scheduled Reading

- Midterm Exam: 100 Points
  - October 15, 2018
  - Chapters 1-6, 12, 15, 17
  - 50 Multiple Choice
  - 10 Short Answer

- Final Exam: 100 Points
  - December 10, 2018
  - Chapters 7-11, 13-14, 16, 18-19
  - 50 Multiple Choice
  - 10 Short Answer

- Presentation: 100 Points
  - 30 Minutes & PowerPoint
  - Present Three Articles about Treatment

- Points for Grades
  - A=405-450 points
  - B=360-404 points
  - C=315-359 points
  - D=270-314 points
  - F=269 or below
Participation:

Students are expected to participate in the discussion of the different topics addressed in each class session. Students should come to class prepared to actively engage in learning. Course materials should be read prior to coming to class each week. Five points will be deducted for each missed class. Participation counts for fifty points in your overall grade.

Weekly Quizzes:

Each week a five question quiz will be given at the beginning of class that covers the assigned textbook reading for that evening. Each question is worth two points making the quizzes worth ten points each. There are twelve quizzes throughout the semester but the two lowest scores will be dropped. The ten remaining quizzes will count for one-hundred points in your overall grade.

Midterm Exam:

The midterm exam will take place on October 15th. It will cover chapters one through six, along with chapters twelve, fifteen, and seventeen from the textbook along with any material presented in class. There will be fifty multiple choice questions which are worth one point each on the exam. There will be also be ten short answer questions worth five points each. The midterm exam will count for one-hundred points in your overall grade.

Final Exam:

The final exam will take place on December 10th. It will cover chapters seven through eleven, along with chapters thirteen, fourteen, sixteen, eighteen, and nineteen from the textbook along with any material presented in class. There will be fifty multiple choice questions which are worth one point each on the exam. There will be also be ten short answer questions worth five points each. The final exam will count for one-hundred points in your overall grade.

Presentation:

Students will be required to present a thirty minute presentation related to child and adolescent psychopathology. Each student will choose a mental health diagnosis and present three research articles related to the treatment of that diagnosis. A PowerPoint presentation should be developed to provide a visual aide. Students will present their information on the night that diagnosis is to be covered in class by the instructor.
Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Syllabus Review and Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/3*</td>
<td>Disorders of Infancy</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>9/10</td>
<td>Attention-Deficit/Hyperactivity Disorder</td>
<td>Chapter 2</td>
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<tr>
<td>9/17</td>
<td>Conduct Disorder &amp; Oppositional Defiance</td>
<td>Chapter 3</td>
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<tr>
<td>9/24</td>
<td>Substance Use &amp; Eating Disorders</td>
<td>Chapter 4 &amp; 17</td>
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<tr>
<td>10/1</td>
<td>Depression &amp; Pediatric Bipolar Disorders</td>
<td>Chapters 5 &amp; 6</td>
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<tr>
<td>10/8*</td>
<td>Early Onset Schizophrenia</td>
<td>Chapter 12</td>
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<tr>
<td>10/15</td>
<td><strong>Chapters 1-6, 12, 15, 17</strong></td>
<td><strong>Midterm</strong></td>
</tr>
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<td>10/22</td>
<td>Suicide &amp; Non Suicidal Self-Injury</td>
<td>Chapter 7</td>
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<tr>
<td>10/29</td>
<td>Anxiety &amp; Obsessive-Compulsive Disorder</td>
<td>Chapters 8 &amp; 9</td>
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<td>11/5</td>
<td>PTSD &amp; Maltreatment</td>
<td>Chapters 10 &amp; 16</td>
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<td>11/12</td>
<td>Learning Disabilities &amp; Intellectual Disability</td>
<td>Chapters 13 &amp; 14</td>
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<td>11/26</td>
<td>Autism Spectrum Disorder</td>
<td>Chapter 11</td>
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<tr>
<td>12/3</td>
<td>Personality &amp; Somatic Disorders</td>
<td>Chapters 18 &amp; 19</td>
</tr>
<tr>
<td>12/10</td>
<td><strong>Chapters 7-11, 13-14, 16, 18-19</strong></td>
<td><strong>Final</strong></td>
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