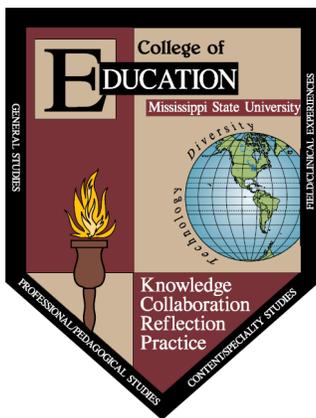


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix and Number:	EPY 8253
Course Title:	Child & Adolescent Development and Psychopathology
Credit hours:	Three (3) semester hours
Type of Course:	Lecture
Catalogue Description:	This course will also serve as a critical survey of issues, methods, and research in both the typical development (including their biological, cognitive, educational, emotional, linguistic, moral, motor, and social development) and problems that may occur.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

The course will cover the development of human behavior from conception through old-age in terms of psychological, social, and biological processes. This course will also serve as a critical survey of issues, methods, and research in both the typical development of children and adolescents (including their biological, cognitive, educational, emotional, linguistic, moral, motor, and social development) and problems that may occur during childhood and adolescence. Typical and atypical development will be addressed.

Course Objectives:

After completing this course, the successful student will be able to:

1. To acquaint the students with the nature of scientific inquiry with regard to child and adolescent development, development through the lifespan, and psychopathology. **CFPO #12; NASP 2.1; InTASC 4, 9**
2. To help students develop a "critical eye" when evaluating the validity of a particular theory or treatment by examining the various models of psychopathology and intervention approaches. **CFPO #1; NASP 2.1; InTASC 4, 5, 9**
3. To help the student develop a thorough understanding of the problems first evident in infancy and early childhood and how these problems are manifested educationally and socially, how they are assessed and treated, and the recent literature on these topics. **CFPO #4, 12; NASP 2.2, 2.3, 2.4, 2.7, 2.8; InTASC 1, 2, 3, 4, 9**
4. For the student to develop a thorough understanding of the problems typically experienced by children, how they are assessed and treated, and the recent literature related to these topics. **CFPO #5,12; NASP 2.2, 2.3, 2.4, 2.7, 2.8; InTASC 4, 6, 7, 8, 9, 10**
5. To help the student develop a thorough understanding of the typical problems associated with the adolescent period, how they are assessed and treated, and the recent literature on these topics. **CFPO #5,12; NASP 2.2, 2.3, 2.4, 2.7, 2.8; InTASC 1, 2, 3, 4, 7, 8, 9, 10**
6. To promote an understanding of, respect for, and responsiveness to exceptional and culturally diverse populations. **CFPO #3; NASP 2.5; InTASC 1, 2, 3, 4, 9**
7. To increase knowledge of the biological, cognitive, socio-emotional, and ecological factors associated with the lifespan of psychological disorders. **CFPO #9; NASP 2.5, 2.7; InTASC 1, 2, 3, 4, 9, 10**
8. To increase knowledge of the basic theories of lifespan development (with a critical focus on children and adolescents) and the educational and social implications of each theory. **CFPO #9; NASP 2.4, 2.7; InTASC 1, 2, 3, 4, 9**
9. To help the student gain a working knowledge of diagnostic evaluation systems (e.g., DSM –IV, IDEIA) as they apply to children and adolescents primarily, and the advantages and disadvantages of each. **CFPO #9; NASP 2.1, 2.7; InTASC 4, 6, 9**

Topics to Be Covered:

1. **Risks to Neurobiological Development** (e.g., Mother's Condition, Illness, Fetal Complications, Disease, Childhood Illness, Environmental) (8 Hrs)
2. **Early Years Concerns** (e.g., Prematurity, Postmaturity, Intrauterine Growth Retardation, Congenital Malformations, Teratogen Exposure, SIDS, Failure to Thrive, Mental Retardation, Feeding/Swallowing, Autism, Child Abuse & Neglect) (7 Hrs)
3. **Childhood Concerns** (e.g., Speech/Language Disorders, Mental Retardation, ADHD, Bedtime/Sleeping, Elimination, Learning Difficulties, Non-compliance, School Refusal, Fears/Phobias, Habit Disorders) (8 Hrs)
4. **Adolescent Concerns** (e.g., Disruptive Behavior, Fears/Phobias, Anxiety, Depression, Pain, Trauma, Underachievement, Suicide, Substance Abuse, Eating Disorders) (8 Hrs)
5. **Young Adults with Developmental Delays** (e.g. Access to vocational training/college/employment, Loss of caregivers) (6 Hrs)
6. **Challenges of Old-Age** (e.g. Bereavement, neurological decline, Alzheimer's Disease, grief through the lifespan) (6 Hrs)

Required Texts:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorder–V*. Washington, DC: Author.

Broderick, P. & Blewitt, P. (2010). *The life span: Human development for helping professionals*. New Jersey: Pearson.

Methods of Instruction:

This course is conducted as a 3-hour seminar with a face-to-face delivery. It is designed as a “study of a particular subject and individualized original research under the guidance of an instructor and exchange of results by informal lectures and discussions.” It is imperative that students complete the required readings before coming to class. The degree to which you benefit from the course is highly dependent upon your participation in lecture and discussion. The instructor reserves the option of using pop quizzes/classroom activities to reinforce students’ preparation and participation.

Student Activities:

1. **READING ASSIGNMENTS:** In order to be prepared to participate in class activities, students are expected to complete all readings and assignments outlined on the attached weekly schedule prior to coming to class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings, if assigned. (**Course Objectives 1 -9**)
2. **CLASS PARTICIPATION:** All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student’s class participation grade. (See MSU policy for excused absences.) (**Course Objectives 1 -9**)

3. **FINAL EXAM:** Each student will be expected to demonstrate mastery of this course content through successful performance on a final examination. Exams will be administered in class should student discussion decline. (Course Objectives 1 -9)
4. **STUDENT-LED PSYCHOPATHOLOGY PRESENTATIONS:** This course is an upper-level doctoral seminar; students are responsible for facilitating topics of discussion. Students will be assigned to teams (2 students per team). Each team must select/be assigned topics related to developmental periods *and* psychiatric conditions/disabilities. Teams will then be responsible for the class presentation the day of the assigned topic(s). Presentations for each student should last about 45 minutes. Organization for the class period will be determined in consultation with the instructor, but should include didactic presentation and discussion consistent with the seminar format of the class. Other activities (e.g., outside speaker, videotape presentation) may be included as well. Sign-up sheets will be made available at the beginning of the semester. (Course Objectives 1 -9)

****Student must meet with the instructor no later than two weeks prior to the class in which they will be presenting to determine presentation content. Teams also are responsible for assigning readings to be discussed (with a minimum of two journal articles). A copy of these reading will be made available for other classmates. Failure to have these readings prepared one week prior to the presentation will result in point deduction for the presenters (10% of the grade).****

Grading: Presenters will be graded using a feedback system including indicators of organization, creativity, and maintaining interest. Students will also be assessed on their ability to respond to questions, generate discussion, and demonstrated mastery of material being presented. *Each presentation is worth 30% of the overall grade in this course.*

5. **RESEARCH PROJECT:** Each student will submit a research project relevant to the application of developmental principles and theories in the schools. There are a number of ways to complete the project including (Course Objectives 1 -9):
 - A proposal for *or* a completed empirical research study addressing atypical issues in the school or other setting. This project must include a complete literature review, description of methodology and analysis, and a results/discussion section if data was collected.
 - A comprehensive literature review focusing on a specific research question related to psychopathology as it relates to school psychology.

The project must be written using APA format. The topic must be discussed with the instructor prior to beginning work on the project. The project should sufficiently address the topic with at least 10 outside references and follow APA style according the APA Publication Manual. In addition, all papers must be of potentially publishable quality, and consideration will be given to submitting papers to journals for review. Students will not be allowed to submit dissertation or thesis projects or papers previously prepared for other classes.

Grading: Papers will be judged based on organization, writing style, clarity, and “criticalness” of review (where appropriate). In particular, the instructor will be looking for the student’s

ability to synthesize across concepts and originality in (a) research design and methodology and/or (b) suggestions for future research and implications for practice.

The paper is worth 30% of the overall grade in this course.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Any acts of academic misconduct (e.g., cheating, plagiarism, etc.), as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: DO NOT CHEAT! For detailed information regarding the university’s policies related to academic misconduct please refer to the following link on the university’s website: <http://www.msstate.edu/dept/audit/1207.html>

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disability:

I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

Field Component:

No Field Component

Evaluation of Student Progress:

Grades will be based on the following criteria:

<u>Assignments</u>		<u>Range</u>	
	<u>Percentage</u>		
Paper	30%	90-100	A
Class Presentations	30%	80-89	B
Final Exam	25%	70-79	C
Class Participation	15%	60-69	D
		<60	F

Course Policies:

Attendance: Students will be expected to attend all scheduled sessions of the course. The course is cumulative, and losing even one session would result in a loss of continuity to the student. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence. Unexcused absences may result in a lowered grade.

Bibliography:

Infancy

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Feldman, R. (2007). Parent-infant synchrony: Biological foundations and developmental outcomes. *Current Directions in Psychological Science*, 16, 340-345.

Graves, S.B., & Larkin, E. (2006). Lessons from Erikson: A look at autonomy across the lifespan. *Journal of Intergenerational Relationships*, 4, 61-71.

Childhood

Angold, A., & Egger, H.L. (2007). Preschool psychopathology: Lessons for the lifespan. *Journal of Child Psychology and Psychiatry* 48, 961-966.

Chapman, D.P., Dube, S.R. (2007). Adverse childhood events as risk factors for negative mental health outcomes. *Psychiatric Annals*, 37,359-364.

Daniels, S.R. (2006). The consequences of childhood overweight and obesity. *The Future of Children*, 16, 47-67.

Kehle, T.J., Bray, M.A., & Grigerick, S.E., (2007). Infant and child attachment as it relates to school-based outcomes. *Journal of Early Childhood and Infant Psychology*, 3, 47-60.

- Park-Taylor, J., Walsh, M.E., & Ventura, A.B. (2007). Creating healthy acculturation pathways: Integrating theory and research to inform counselors' work with immigrant children. *Professional School Counseling, 11*, 25-34.
- Deskovitz, M., Key, D.E., Hill, E.M., & Franklin, J.T. (2004). A long-term family oriented treatment for adolescents with substance-related disorders : An outcome study. *Child and Adolescent Social Work Journal, 21*, 265-284.
- Dube, S.R., Miller, J.W., Brown, D.W., Giles, W.H., Felitti, V.J., Dong, M., et al. (2006). Adverse childhood experiences and the association with ever using alcohol and initiating alcohol use during adolescence. *Journal of Adolescent Health, 38*,e1-e10.
- Fishbein, D.R., Herman-Stahl, M., Eldreth, D., Paschall, M.J., Hyde, C., Hubal, R., et al. (2006). Mediators of the stress-substance-use relationship in urban male adolescents. *Prevention Science, 7*, 113-126.
- Kurtines, W.M., Montgomery, M.J., Ferrer-Wreder, L., Berman, S.L., Lorente, C.C., & Silverman, W.K. (2008). Promoting positive youth development: Implications for future directions in developmental theory, methods, and research. *Journal of Adolescent Research, 23*, 359-378.
- Srabstein, J., Joshi, P., Due, P., Wright, J., Leventhal, B., Merrick, J., et al. (2008). Prevention of public health risks linked to bullying: A need for a whole community approach. *Journal of Adolescent Medicine and Health, 20*, 185-199.

Young Adulthood

- DiRago, A.C., & Vaillant, G.E. (2007). Resilience in inner city youth: Childhood predictors of occupational status across the lifespan. *Journal of Youth and Adolescence, 36*, 61-70.
- Mottern, R. (2008). Choice theory as a model of adult development. *International Journal of Reality Therapy, 27*, 35-39.
- Park, M.J., Mulye, T.P., Adams, S.H., Brandis, C.D., & Irwin, C.E., Jr. (2006). The health status of young adults in the United States. *Journal of Adolescent Health, 39*, 305-317
- Rosenman, S., & Rodgers, B. (2006). Childhood adversity and adult personality. *Australian and New Zealand Journal of Psychiatry, 40*, 482-490.
- Sayder, S. (2008). Review of your teenager: Thinking about your child during the secondary school years. *Infant Observation, 11*, 106-110.

Middle Adulthood

- Amirkhan, J., & Auyeung, B. (2007). Coping with stress across the lifespan: Absolute vs. relative changes in strategy. *Journal of Applied Developmental Psychology, 28*, 298-317.

- An, J. S., Cooney, T.M. (2006). Psychological well-being in mid to late life: The role of Generativity development and parent-child relationships across the lifespan. *International Journal of Behavioral Development, 30*, 410-421.
- Birditt, K. S., Fingerman, K.L., Lefkowitz, E.S., & Dush, C.M. (2008). Parents perceived as peers: Filial maturity in adulthood. *Journal of Adult Development, 15*, 1-12.
- Cabrera, E.F., (2007). Opting out and opting in: Understanding the complexities of women's career transitions. *Career Development International, 12*, 218-237.
- Connolly, M., & Ward, T. (2008). Navigating human rights across the life course. *Child & Family Social Work, 13*, 348-356.
- Craik, F.I.M., & Bialystok, E. (2006). Cognition through the lifespan: Mechanisms of change. *Trends in Cognitive Sciences, 10*, 131-138.
- Derry, P.S. (2006). A lifespan biological model of menopause. *Sex Role, 54*, 393-399.
- Fischer, J.L., Korinek, A., & Mulsow, M. (2007). Family systems, biopsychosocial processes, and lifespan development: Introduction to family response to alcohol problems. *Alcoholism Treatment Quarterly, 25*, 1-9.
- Galek, K., Krause, N., Ellison, C.G., Kudler, T., & Flannelly, K.J. (2007). Religious doubt and mental health across the lifespan. *Journal of Adult Development, 14*, 1625.
- Mahomedy, Z., van der Westhuizen, D., van der Linde, M.J., & Coetsee, J. (2007). Persistence of attention deficit/hyperactivity disorder into adulthood: A study conducted on parents of children diagnosed with attention deficit/hyperactivity disorder. *South African Psychiatry Review, 10*, 93-98
- Obias-Manno, D., Scott, P.E., Kaczmarczyk, J., Miller, M., Pinnow, E., Lee-Bishop, E., et al. (2007). The Food and Drug Administration Office of Women's Health: Impact of science on regulatory policy. *Journal of Women's Health, 16*, 807-817.
- Robins, R.W., & Trzesniewski, K.H. (2005). Self-esteem development across the lifespan. *Current Directions in Psychological Science, 14*, 158-162

Later Adulthood and Old Age

- Aspinwall, L.G. (2005). The psychology of future-oriented thinking: From achievement to proactive coping, adaptation, and aging. *Motivation and Emotion, 29*, 203-235.
- Burnett-Wolle, S., & Godbey, G. (2007). Refining research on older adults' leisure: Implications of selection, optimization, and compensation and socioemotional selectivity theories. *Journal of Leisure Research, 39*, 498-513.

- Cookman, C. (2005). Attachment in older adulthood: Concept clarification. *Journal of Advanced Nursing, 50*, 528-535.
- Dalby, P. (2006). Is there a process of spiritual change or development associated with ageing? A critical review of research. *Aging & Mental Health, 10*, 4-12.
- Heisel, M.J., & Duberstein, P.R. (2005). Suicide prevention in older adults. *Clinical Psychology: Science and Practice, 12*, 242-259.
- Le, H., & Boyd, R.C. (2006). Prevention of major depression: Early detection and early intervention in the general population. *Clinical Neuropsychiatry: Journal of Treatment evaluation, 3*, 6-22.
- Pijinen, M.A.M., & Leget, C. (2007). Who wants to live forever? Three argument against extending the human lifespan. *Journal of Medical Ethics, 33*, 585-587.
- Piotrowski, K., & Snell, L. (2007). Health needs of women with disabilities across the lifespan. *Journal of Obstetric, Gynecological and Neonatal Nursing: Clinical Scholarship for the Care of Women, Childbearing Families, & Newborns, 36*, 79-87.
- Robson, S.M., Hansson, R.O., Abalos, A., & Booth, M. (2006). Successful aging: Criteria for aging well in the workplace. *Journal of Career Development, 33*, 156-177.