

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6798.01 #) Child & Adolescent Psychopathology
Fall 2019
Location: Garland

PROFESSOR INFORMATION:

Name: Levi Armstrong, Psy.D., M.S.PsyPharm
Phone Number: 972-279-6511 ext. 248
Faculty Fax #: 972-686-5890
Office Location: Garland G
Office Hours: By Appointment Only
Email Address: LArmstrong@Amberton.edu

COURSE INFORMATION:

CSL6798.01 Child & Adolescent Psychopathology
Level: Graduate
Beginning Date of Session: Saturday, September 14, 2019
Ending Date of Session: Thursday, November 21, 2019
The first class meeting is **Monday 09/16/2019**, in **Room 19 (Garland)**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

CSL6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Diagnostic & Statistical Manual of Mental Disorders
Author: American Psychiatric Association
Publisher: American Psychiatric Association
Year Published: 2013
Edition: 5th
ISBN: 10: xxxxxxxxxx or 13: 9780890425558
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course presents the etiology, diagnosis, and treatment of child and adolescent psychopathological disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5). Students will develop skills in the unique application of diagnostic interviewing techniques, differential diagnosis, case conceptualization via personality theory, and empirically-based treatment planning with regard to child and adolescent psychopathology. Benefits and limitations of the diagnostic and treatment process are also reviewed. In addition, this course will examine the methods and techniques utilized by counselors to assist child and adolescent clients in the change process with specific reference to problem diagnosis, medical and psychiatric co-morbidity, basic psychopharmacological principles and intervention, construction of an empirically-based treatment plan, termination, and ethical, cultural, and systemic issues in the diagnostic and treatment process.

The course in child and adolescent psychopathology will be beneficial to students enrolled in the professional counseling degree program since this course will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of child and adolescent clients suffering from mental illnesses. This course is designed to prepare students for ethical and effective practice as professional counselors in a professional treatment role for children and adolescents who are suffering from mental disorders.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Proficiency in utilizing the DSM-5 to apply accurate diagnostic labels to mental disorders.
2. Effectively applying differential diagnoses with respect to co-morbidity and medical etiologies across a wide-range of mental disorders.
3. Understanding the nature and etiology of child and adolescent psychopathology in order to articulate case conceptualization and make empirically-based treatment plans.
4. Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
5. Utilizing basic psychotherapeutic assessment tools to assess outcomes in the treatment of child and adolescent clients.
6. Understanding ethical, cultural, and systemic issues involved in the treatment process.
7. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
8. Comprehending and examining the developmental theories upon the manifestation and treatment of mental disorders in child and adolescent clients
9. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in child and adolescent clients
10. Comprehending and addressing the sequelae of prenatal and perinatal complications upon the development of psychopathology in children and adolescent clients
11. Understanding the systemic dynamics (e.g., family constellation, school environment, peers, etc.) with regard to the etiology, presentation, and course of mental illnesses in children and adolescents

12. Developing comprehensive skills with regard to effective collaboration and consultation with schools, parents, and caretakers of children and adolescents.

COURSE POLICIES:

Student attendance at all classes is expected. Attendance/participation is 20% of final grade (i.e., each absence = 2 points off final grade). Make-up exams and late assignments will be accepted only in cases of emergency or personal illness. If this occurs, please notify the instructor as soon as possible. Make-up exams will be taken and assignments turned in at the beginning of the next class meeting. Late assignments will be graded at a reduction in grade at the discretion of the professor (typically 10% off each day the assignment is late with a maximum of 5 days late for acceptance).

Student's Responsibilities

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance is expected at Amberton University. In case of absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. Ceasing to attend does not constitute official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, an entire lecture class session. A student in a lecture course missing more than 20% (two class periods) of the class meetings and not keeping up with course assignments may be dropped at the discretion of the professor and Amberton administration.

Plagiarism Policy

Plagiarism is using another person's work as your own. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom.

Students will complete two comprehensive exams, in-class discussions, review live lectures, complete small-group assignments, and complete a comprehensive case conceptualization paper.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	Introduction and Course Overview Historical Perspectives of the DSM-5 and Terminology DSM-5 Overview: Defining Mental Disorders in Child and Adolescent Clients	(none)	1-12	No assignments due week 1

	<p>Empirically-Based Therapies & Case Conceptualization</p> <p>Developmental Neuroanatomy & Function for the Counseling Professional</p> <p>Ethical, Legal, and Cultural Issues in Counseling Children & Adolescents</p>			
2	<p>Neurodevelopmental Disorders</p> <p>Assessment, Diagnosis, and Treatment of: Intellectual Disability Disorder Communication Disorders Autism Spectrum Disorder Common Medical/Genetic Etiologies of Neurodevelopmental Disorders Attention-Deficit/Hyperactivity Disorder Specific Learning Disorders Motor Disorders Pharmacotherapy in children and adolescents with neurodev. disorders</p>	<p>Readings to be completed by the beginning of class:</p> <p>DSM-5 Neurodevelopmental Disorders</p> <p>Chapter's 9 & 11 & page 224 from Assessment/Treatment of Childhood Problems]</p>	1-12	09/23
3	<p>Schizophrenia Spectrum & Other Psychotic Disorders in Childhood & Adolescence</p> <p>Assessment, Diagnosis, and Treatment of: Schizophrenia Schizoaffective Disorder Substance/Medication-Induced Psychotic Disorder Psychotic Disorders Due to Medical Conditions Pharmacotherapy in children and adolescents with psychosis</p>	<p>Readings to be completed by the beginning of class:</p> <p>DSM-5 Schizophrenia</p> <p>No Assigned Readings from Assessment/Treatment of Childhood Problems for week 3]</p>	1-12	09/30
4	<p>Bipolar and Related Disorders & Depressive Disorders</p> <p>Assessment, Diagnosis, and Treatment of:</p>	<p>DSM-5 Bipolar & Related Disorders & Depressive Disorders</p> <p>&</p>	1-12	10/07

	<p>Bipolar Disorders in Children and Adolescents Disruptive Mood Dysregulation Disorder Major Depressive Disorder Persistent Depressive Disorder (Dysthymia) Substance/Medication-Induced Bipolar & Depressive Disorders Bipolar & Depressive Disorders Due to Medical Conditions Pharmacotherapy in children and adolescents with mood instability</p>	<p>Chapter 8 from Assessment/Treatment of Childhood Problems]</p>		
5	Mid-Term Exam	Mid-Term Exam	1-12	10/14
6	<p>Anxiety Disorders & Obsessive-Compulsive and Related Disorders Assessment, Diagnosis, and Treatment of: Specific Phobias Social Anxiety Disorder (Social Phobia) Panic Disorder Agoraphobia Generalized Anxiety Disorder Obsessive-Compulsive Disorder Body Dysmorphic Disorder Hoarding Disorder Trichotillomania & Excoriation Disorders Substance/Medication Induced Anxiety/OCD-Related Disorders Anxiety/OCD-Related Disorders Due to Medical Conditions Pharmacotherapy for anxiety and OCD in children and adolescents</p> <p>Trauma & Stressor-Related Disorders & Dissociative Disorders Assessment, Diagnosis, and Treatment of: Reactive Attachment Disorder Disinhibited Social Engagement Disorder Posttraumatic Stress Disorder Psychological sequelae of child abuse Pharmacotherapy for PTSD in children and adolescents</p>	<p>DSM-5 Anxiety Disorders, OCD, Trauma Disorders & Chapter's 6, 7, & 15 Assessment/Treatment of Childhood Problems]</p>	1-12	10/21

7	Somatic Symptom and Elimination Disorders Assessment, Diagnosis, and Treatment of: Somatic Symptom Disorder Illness Anxiety Disorder Conversion Disorder (Functional Neurological Symptom Disorder) Enuresis/Encopresis Pharmacotherapy for chronic pain in children and adolescents	DSM-5 Somatic Symptom Disorders & Elimination Disorders & Chapter 4 from Assessment/Treatment of Childhood Problems	1-12	10/28
8	Feeding and Eating Disorders & Sleep-Wake Disorders Assessment, Diagnosis, and Treatment of: Pica & Rumination Disorder Avoidant/Restrictive Food Intake Disorder Anorexia Nervosa Bulimia Nervosa Binge-Eating Disorder Childhood insomnia, sleep apnea, and circadian rhythm disorders Pharmacotherapy for eating and sleep disorders in children/adolescents	DSM-5 Feeding/Eating Disorders & Sleep-Wake Disorders & Chapter's 3 & 5 from Assessment/Treatment of Childhood Problems Case Conceptualization Paper Due 11/4/19 by 11:59PM CST.	1-12	11/4
9	Gender Dysfunction and Disruptive, Impulse Control, Conduct, & Paraphilic Disorders Assessment, Diagnosis, and Treatment of: Gender Dysphoria in Children and Adolescents Oppositional Defiant Disorder & Conduct Disorder Intermittent Explosive Disorder Pyromania and Kleptomania	DSM-5 Gender Dysfunction, Disruptive/Impulse Control Disorders, & Paraphilic Disorders & Ch.10, 12, 13, & 14 Assessment/Treatment of Childhood Problems	1-12	11/11
10	Final Exam	Final Exam	1-12	11/18

GRADING CRITERIA:

- Participation (2 points per class) = 20 points
- Mid-Term Exam = 30 points
- Final Exam = 30 points
- Case Conceptualization/Treatment Plan = 20 points

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How to Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.Amberton.edu>.

After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including online course materials, email access, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789

Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.]

COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

ACADEMIC HONESTY/PLAGIARISM:

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas, or information or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

RECOMMENDED ONLINE SOURCES:

Online research resources are available through "Research Tools Database", accessible through the Student Portal, under "General Tools."

RESEARCH TUTORIALS:

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "Research Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

BIBLIOGRAPHY:

Research resources are available through the University's physical library and the online virtual library. Students may search for books, periodicals, and online sources pertaining to subjects covered in this course.

The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the University physical Library or email their questions to library@Amberton.edu.