Department of Human Services & Educational Leadership
SPSY 6346.020 Child and Adolescent Psychopathology
Fall 2021

Instructor: Dr. Brittany McCreary, LSSP, LP  
Office: Online  
Office Phone: 936.671.3002  
Other Contact Information: D2L  
Course Time & Location: Wed 7:15-9:15 pm  
Office Hours: By appointment  
Credits: 3.0 hours  
Email: brittany.mccreary@sfasu.edu

(Please allow at least 24 hours for e-mail responses)

Prerequisites: None; follow course sequence as set forth by your advisor. All testing kits and protocols will be checked out from graduate assistants in the SPAC. Information will be provided on D2L on how to contact them to check out test kits.

I. Course Description:

The course is a survey of current theoretical and conceptual issues related to the etiology, assessment, and treatment of childhood and adolescent psychopathology and developmental disabilities. Educational, empirical, and clinical taxonomic systems are compared and contrasted. The course will focus particularly on those mental health conditions, which psychologists working within schools and in private practice encounter on an assessment, consultation, and/or treatment level. Specifically course work will relate to the following competencies of Stephen F. Austin State graduates:

- Broad-based knowledge, comprehension, and application of psychological foundations which constitutes current knowledge in the field.

- Assessment for diagnosis and intervention planning, implementation, and evaluation.

- To gain more familiarity with the Diagnostic and Statistical Manual of Mental Disorders (5th Edition) while becoming more comfortable with its proper use for diagnosis of various psychological disorders.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes, Goals, Objectives (PLOs):

- Provide an overview of the epidemiology, etiology, and diagnostic criteria for psychological disorders observed within school-aged populations.

- Familiarize learners with the major diagnostic classification systems used in the identification of childhood and adolescent psychopathology.

- Provide opportunities for students to continue to refine their professional presentation and writing skills.

- Emphasize the individuality of problems associated with child and adolescent psychopathology in light of the somewhat contradictory nature of current classification/diagnostic systems.
- Highlight the educational impact of childhood mental health problems.

- Examine assessment, prevention, and treatment procedures for child and some adult psychopathology.

**This course reflects the following core values of the College of Education:**

All students must adhere to the SFA Way:

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

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process, the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Department of Human Services and Educational Leadership. Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned readings, experiences, papers, presentation, and participation are designed to foster these core values.

**Student Learning Outcomes (SLO): Course Specific**

1. The student can recognize and describe “best practices” in assessment, delivery of individual interventions, group interventions, organizational change, in-service training, working in teams, working with diverse communities, crisis intervention, building community relations, and conducting research.

2. The student can describe, recognize and apply ethical principles of school psychology.

3. The student can describe and recognize legal issues stemming from IDEA, Section 504, and the ADA for school psychologists.

4. The student is prepared to take and pass a state certification examination for school psychology.

5. Students are to describe major historical developments in the history of school psychology.

**NASP Content Domains addressed by this course:**
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 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 6: Preventive 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

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 service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Participation and Professionalism/Attendance: Participation points can be earned by regular attendance, being prepared for classes (having read the assigned material), taking part in classroom discussions, treating all course participants in a collegial manner, completing classroom assignments, turning objectives and reports in on time and completing the online
evaluation. Attendance will be taken at the start of each weekly class. A maximum of 50 points can be earned.

**Chapter Quizzes:** Students will be quizzed throughout the semester on assigned readings, for a total of 11 quizzes. The lowest quiz grade will be dropped.

**Classroom Presentation:** Students will choose a DSM-5 disorder that corresponds with the week's readings (e.g., for "Behavior Disorders", a student may select ADHD, Conduct Disorder, Oppositional Defiant Disorder, etc.) and present to the class the following information, at minimum:

- *Summarized* Diagnostic Criteria
- Specifiers/Associated features (if relevant)
- Diagnostic features
- Prevalence
- Development and course
- Risk/prognostic factors
- Culture- and gender-related issues (if relevant)
- Differential Diagnosis/Comorbidity
- Treatments
- **FUN FACTS:** Something you found interesting in your research, outside of what is presented in the DSM-5. Please cite the information you found.

**Broadband/Narrowband Write-up:** Students will administer and write up a social-emotional assessment they don't feel as strong in or have never tried (to a volunteer, self, or in practicum/internship settings). To be clear, students should complete 1 broadband assessment OR 2 narrowband assessments AND write them up for the assignment to be deemed “complete.” Students will need to scan in the de-identified protocols. If you have questions about your choices, please ask your course instructor.

**Broadband Examples:**
Behavior Assessment System for Children-III (BASC-III)
Millon Clinical Multiaxial Inventory (MCMI-III)
Minnesota Multiphasic Personality Inventory (MMPI-2)
Minnesota Multiphasic Personality Inventory - Adolescent (MMPI-A)

**Narrowband Examples:** Any valid assessment instrument that measures a specific trait or disorder.

**Case Conceptualization:** This activity is one that is geared to help students become more familiar with addressing diagnoses, case conceptualization, assessment data, and treatment. Each student will be given a case concerning an “imaginary” client, including a short introduction, history, reason for referral, and brief assessment results. This client may meet the DSM-5 criteria of one or more disorders. You will then need to:

- Identify the primary characteristics of the client's problem.
- Identify a developmental theme(s) that applies to your client (e.g., biological, behavioral, cognitive, psychodynamic/attachment perspective, systems perspective).
- Identify some of the environmental influences that could contribute to your client’s problem behaviors.

- Identify potential DSM-5 diagnoses. Give reasons, as supported by the DSM-5, for giving the client a specific diagnosis. If your case involves a comorbid diagnosis, you must ensure you explain why the specific diagnoses are warranted. If there appears to be no identifiable disorder, then (a) discuss why a DSM-5 disorder is not warranted for this client and (b) identify a disorder that is closely related to the presenting problem.

- How would you assess the client?

- Identify some protective factors that are strengths for your client.

- Identify some treatment strategies that would help your client resolve their problem(s).

More information on this assignment will be provided in class.

**Paper:** Papers must adhere to the APA style professional formatting and should be approximately 8-10 pages of text (excluding title page and abstract). Please refer to the APA Manual, 7th edition. The instructor will be available to answer any questions. The paper should be a literature review pertaining to a topic/topics relevant to the course. Students must receive instructor approval of their topics. Peer-reviewed sources/journals only.

You are encouraged to select a disorder or topic for which you plan to do an additional study. This is a great opportunity to integrate information surrounding your dissertation topic. All papers must go well beyond information presented in class lectures and readings.

**Exam:** One 100 point exam will be given. Exam material will be derived from lectures and assigned readings. The format of the exam will include short answer and long answer essay questions.

**IV. Evaluation and Assessments (Grading):**

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<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam (Final)</td>
<td>100 points</td>
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<td>Paper</td>
<td>100 points</td>
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<tr>
<td>Class Presentation</td>
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<td>Broadband/Narrowband Write-up</td>
<td>25 points</td>
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<tr>
<td>Case Conceptualization</td>
<td>75 points</td>
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<tr>
<td>Chapter Quizzes</td>
<td>100 points</td>
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<td>Participation and Professionalism/Attendance</td>
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<tr>
<th>Grade</th>
<th>Points Needed</th>
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<td>495-550</td>
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V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Syllabus Review / Course Introduction</th>
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| August 25  | Week 1 | Mitchell, et al., Ch. 1, 2, 3  
            |         | *Wilmshurst: Introduction; Cases 1, 2*  
            |         | *Presentation Assignments*                                                                       |
| Sept. 1    | Week 2 | Mitchell et al., Ch. 4 & 5  
            |         | *Wilmshurst: Cases 4, 11, 12*  
            |         | *Behavior Disorders*  
            |         | *Presentation Assignments*                                                                       |
| Sept. 8    | Week 3 | Mitchell et al., Ch. 6, 7, 8  
            |         | Patterson et al., Ch. 3  
            |         | *Wilmshurst: Cases 17, 18, 19*  
            |         | *Mood Disorders*  
            |         | *Select Broadband/Narrowband Assessments*  
            |         | *Quiz 1*                                                                                         |
| Sept. 15   | Week 3 | Mitchell et al., Ch. 9 & 10  
            |         | Patterson et al., Ch. 4  
            |         | *Wilmshurst: Cases 13-16*  
            |         | *Anxiety Disorders*  
            |         | *Quiz 2*                                                                                         |
| Sept. 22   | Week 4 | Mitchell et al., Ch. 11 & 12  
            |         | *Wilmshurst: Cases 7, 10*  
            |         | *Autism*                                                                                         |
|            |        | *Quiz 3*                                                                                         |
| Sept. 29   | Week 5 | Mitchell et al., Ch. 13 & 14  
            |         | *Wilmshurst: Cases 8, 9*  
            |         | *Intellectual Disabilities*  
            |         | *Quiz 4*                                                                                         |
| October 6  | Week 6 | *Paper Topic Review Due / Case Conceptualization Assigned*  
            |         | *Wilmshurst: Cases 5, 6*  
            |         | *Learning Disabilities*  
<pre><code>        |         | *Quiz 5*                                                                                         |
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<tr>
<th>Date</th>
<th>Week</th>
<th>Readings</th>
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| October 13 | Week 7 | Mitchell et al., Ch. 15-18  
*Wilmhurst: Cases 23-25*  
PTSD  
Quiz 6 |
| October 20 | Week 8 | Mitchell et al., 19 & 20  
Patterson et al., Ch. 5, 7  
*Substance Abuse / Early-Onset Schizophrenia*  
Quiz 7  
Broadband / Narrowband Write-up Due! |
| October 27 | Week 8 | Mitchell et al., Ch. 21 & 22  
*Wilmhurst: Cases 20-22*  
Personality Disorders / Eating Disorder  
Quiz 8 |
| Nov. 3     | Week 9 | Mitchell et al., 23 & 24  
Patterson et al., Ch. 8  
*Obesity / Sleep Problems*  
Quiz 9 |
| Nov. 10    | Week 10 | Library Day  
Test Review Released  
Quiz 10 & Quiz 11 (Online) |
| Nov. 17    | Week 11 | Class Discussion / Questions / Writing Lab  
Case Conceptualization Due |
| Nov. 24    | Week 12 | THANKSGIVING BREAK |
| Dec. 1     | Week 13 | PAPER DUE |
| Dec. 8     | Week 14 | FINAL EXAM |

All written assignments will be submitted through the dropbox feature of Desire2Learn.

VI. Readings:

1) *Treatment of Disorders in Childhood and Adolescence: Fourth Edition*  
Edited by Mitchell J. Prinstein, Eric A. Youngstrom, Eric J. Mash, and Russell A. Barkley  
ISBN 9781462547715

JoEllen Patterson, A. Ari Albala, Margaret E. McCahill, and Todd M. Edwards
ISBN 9781606237007

4) Diagnostic and Statistical Manual of Mental Disorders (5th Edition).
ISBN-10: 0890425558

5) Publication manual of the American Psychological Association (7th ed.).
ISBN: 978-1-4338-3217-8

LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, 936-468-3004 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/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, 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 by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification,
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students may expect a response to their inquiries within 5 days, not including holidays or travel for conventions. Thesis and dissertation students can expect a two week response rate.