

## **PSY 540 - BEHAVIOR PROBLEMS OF CHILDHOOD AND ADOLESCENCE**

Spring, 2020  
TR: 12:45-2:05  
GRH 1065

Dr. Carl Myers  
Gary Ransdell Hall (GRH) 3013  
270-745-4410  
carl.myers@wku.edu

### **COURSE DESCRIPTION:**

The major forms of psychopathology in children and adolescents, with emphasis upon recent research, classification systems and developmental patterns. Also covers clinical and school treatment of behavior problems encountered in the school setting.

### **REQUIRED TEXT:**

- Mash, E. J., & Wolfe, D. A. (2016). *Abnormal child psychology* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning.
- Other readings as assigned in class.

### **HELPFUL RESOURCES:** (not required)

- Dawson, P., & Guare, R. (2010). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Langberg, J. M. (2011). *Improving children's homework, organization, and planning skills (HOPS)*. Bethesda, MD: National Association of School Psychologists.
- Peacock, G. G., & Collett, B. R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York, NY: Guilford Press.
- Volpe, R. & Fabiano, G. (2013). *Daily behavior report cards: An evidence-based system of assessment and intervention*. New York, NY: Guilford Press.

### **COURSE GOALS and NASP STANDARDS:**

- To become familiar with the scope of mental health problems in children (NASP 2.4).
- To become familiar with the concepts of risk and resiliency and the impact of family systems and culture on child development (NASP 2.4).
- To become familiar with issues of identification of, and typical treatments for, various disabilities including (NASP 2.4):
  - Intellectual Disability
  - Autism Spectrum Disorder
  - Communication Disorders
  - Specific Learning Disabilities
  - Attention-Deficit/Hyperactivity Disorder
  - Conduct Disorder/Oppositional Defiant Disorder

Depressive and Bipolar Disorders  
 Anxiety and Obsessive-Compulsive Disorders  
 Trauma- and Stressor-Related Disorders  
 Health and Eating Disorders

- To become familiar with family systems, strengths, needs, and culture, and the potential impact and mutual influences of a child's disability on these functions (NASP 2.7).
- To become familiar with evidence-based strategies to support family influences on the child's learning, socialization, and mental health (NASP 2.4. 2.7).
- To become sensitive to cultural differences that may effect the acceptance and treatment of children with disabilities (NASP 2.8).
- To become familiar with various community resources to enhance collaboration among community partners and families for the enhancement of academic and social-behavioral outcomes for children (NASP 2.7).

### **COURSE REQUIREMENTS:**

**A. Examinations/Quizzes (NASP 2.4, 2.7, 2.8)-** There will be three examinations and periodic quizzes over the assigned readings. Exam questions are drawn directly from the objectives, class presentations, and text and will be comprised of multiple choice and short answer essay questions. Multiple choice quiz questions will be drawn directly from the assigned text readings. Each exam will be worth 40-75 points and the quizzes will be worth between 5 and 15 points.

**B. Project (NASP 2.4, 2.7, 2.8)-** Each student will complete a project that will be described in a separate handout. The project will consist of an intervention review related to a specific disability covered in the course and adapted to specific family characteristics and cultures. The written project will also be presented in-class and should include an informative handout for the audience.(50 points). The presentations will occur on the day that disability is covered in the course.

**C. Professional Behaviors -** Professional behaviors include such things as attendance, timeliness, participation in class, professional attitude, courtesy toward others, and writing skills (e.g., spelling, grammar). Points will be given based on my subjective evaluation of your professional behaviors (inside and outside of the classroom) at the end of the term (20 points)

**D. Grading –** Grades will be assigned with the standard grading scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

**OTHER COMMENTS:**

- The course schedule, requirements, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances.
- Course readings should be read before the topic is covered to facilitate discussion.

**COURSE SCHEDULE (tentative)**

- Jan. 28 & 30: Overview of course; Working collaboratively with parents (Peacock & Collett, Chapt. 1). (Peacock & Collett chapters are on Blackboard.)
- Feb. 4 & 6: Family systems approaches; Risk & resiliency; Overview of factors related to mental health (Mash & Wolfe, pp. 15-23)
- Feb. 11: Adverse Childhood Experiences
- Feb. 13 & 25: Theoretical foundations of development (Mash & Wolfe, pp. 28-35)  
Psychological perspectives of development (Mash & Wolfe, pp. 44-53)  
Classification & diagnosis overview (Mash & Wolfe, pp. 102-109)  
Issues in treatment (Mash & Wolfe, pp. 109-122)
- Feb. 18 & 20: No class – NASP conference
- Feb. 27: **Exam I**
- March 3: Prevention & overview of interventions for externalizing disorders (Peacock & Collett, pp. 28-34 & Ch. 4)
- March 5: Overview of interventions for internalizing disorders (Peacock & Collett, Ch. 5)
- March 10 & 12: No class - spring break
- March 17 & 19: Intellectual disabilities (Mash & Wolfe, Ch. 5)
- March 24, 26, & 31: Autism Spectrum Disorder (Mash & Wolfe, Ch. 6; not pp. 187-194)
- April 2: **Exam II.**
- April 7 & 9: Communication Disorders and Learning Disabilities (Mash & Wolfe, Ch. 7)
- April 14 & 16: ADHD and Conduct Problems (Mash & Wolfe, Ch. 8 & 9)
- April 21 & 23: Depression, Anxiety, & OCD (Mash & Wolfe, Ch. 10 & 11)
- April 28 & 30: Trauma (Mash & Wolfe, Ch. 12)
- May 5: Sleep & Elimination disorders (Mash & Wolfe, pp. 442-454)

May 7: Eating disorders (Mash & Wolfe, Ch. 14)

May 15: Final Exam (10:30 – 12:30)

### **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.