Class code: CAMS-UA 9101

Instructor Details:
Dr. Raphael Chan
raphael.chan@nyu.edu
Consultations by appointment.

Class Details:
Child and Adolescent Psychopathology
Thursday, 10:00 – 11:30 am
NYU Sydney Academic Center (Room 3.06)

Prerequisites:
PSYCH-UA 1  Introduction to Psychology

Class Description:
While psychopathology courses are commonplace among undergraduate psychology curricula, courses focusing on child and adolescent psychopathology are relatively rare. More novel still is the opportunity to receive instruction in child and adolescent psychopathology from practicing child and adolescent psychiatrists and psychologists. Through seminars and discussions, this course will focus on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. It engages students in a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes "normal" versus "pathological" behavior, cognition, and emotion. Students also complete one practicum by participating with a psychiatrist during the evaluation of a child or adolescent patient.

Desired Outcomes:
By the end of the course students will be able to:

- Understand the concepts of psychiatric diagnosis and nosology relevant to child and adolescent psychopathology
- Describe the general process of clinical evaluation of mental disorders in children and adolescents, and present relevant clinical data in a systematic format
- Discuss the etiology, epidemiology, and phenomenology of common mental disorders affecting children and adolescents
- Critically review the common child and adolescent psychopathology and challenge social and cultural assumptions of what is normal or pathological
Grades will be based upon short in-class quizzes (20%), a midterm paper (30%), a response paper (20%), and a written final examination (30%).

In-class Assessment (20%): Students will complete a 15-minute quiz at the start of each class (except in Weeks 1, 2, 5, and 6). The quiz will be based on some of the assigned readings. At the end of each class, students will be told which readings will be included in the quiz in next week’s class.

Midterm Paper (30%): Each student will have the opportunity to observe an evaluation of a child or adolescent by a psychiatrist, and must complete a formal write-up (not to exceed 7 single-spaced, type written pages) of the psychiatric examination in which they participate. Further information about the dates and arrangements of the observation, and the required format of the write-up will be provided in class. All midterm papers are due within 14 days of the scheduled evaluation visit.

Response Paper (20%): Students will choose from one of five novels and write a brief (4–5 double-spaced, typed pages) report in defense or opposition of the suggested diagnosis of the main character (as listed below). Students should describe their clinical observations and then support them by referencing DSM-5 criteria. You may choose from the following novels:

1. It's Kind of a Funny Story (Ned Vizzini) – Major Depressive Disorder?
2. The Curious Incident of the Dog in the Night-time (Mark Haddon) – Autism Spectrum Disorder?
3. Less Than Zero (Bret Easton Ellis) – Substance Use Disorder?
4. Ordinary People (Judith Guest) – Posttraumatic Stress Disorder?
5. The Butcher Boy (Patrick McCabe) – Schizophrenia?

The response paper should summarize cogently the struggle of the main character in one paragraph only. The remainder of the paper should focus on the diagnosis. Does s/he meet criteria for the diagnosis we have suggested on the syllabus? Support your assertion with symptoms described in the novel and clarify further if indicated. For example, if you think the character suffers from Autistic Spectrum Disorder, determine the level of impairment (e.g., Level 1, 2 or 3); or if you believe that the character is depressed but does not meet criteria for Major Depressive Disorder but rather Persistent Depressive Disorder, explain the reasoning. You can reference the novel, the textbooks, and articles, in addition to incorporating direct quotes, if you wish to further substantiate your point. The paper will allow you to practice your diagnostic skills as you observe how mental illness is portrayed in popular literature. The response paper is due on Thursday December 11, 2014 (Week 14).

Final Examination (30%): Students will complete a 100-minute final examination. It will be composed of multiple choice, matching, and/or short answer questions based upon the material covered in class and in the readings. The examination will be held on Wednesday December 17, 2014.

Failure to submit or fulfill any required course component results in failure of the class. NYU Sydney has a strict policy about course attendance and late submission of work. Make sure you familiarize yourself with the policies on attendance and late submission of work in the NYU Sydney Student Handbook.
**Assessment Expectations**

**Grade A:** Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning. Creative work is of a highly sophisticated standard.

**Grade B:** Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research. Creative work is of a superior standard.

**Grade C:** Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level. Creative work is of an acceptable standard.

**Grade D:** Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations. Creative work is of a basic standard.

**Grade F:** Unsatisfactory performance in all assessed criteria. Creative work is weak, unfinished or unsubmitted.

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**Plagiarism Policy**

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University’s plagiarism policy. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offence to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU’s various schools and colleges.

All written coursework must be submitted as a hard copy AND in electronic form. All students must submit an electronic copy of each piece of written work to the plagiarism detection software Turn-It-In. Instructions will be provided to you in class.

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**Required Texts**


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**Week 1**

**Introduction to the study of child & adolescent psychopathology (1)**

Sep 4, 2014

Reading Assignment:

- **Shatkin:**
  - Preface, A Note about Clinical Studies (pp. xiii–xviii)
  - Chapter 1: Introduction (pp. 1–17)

- **DSM-5:**
  - Preface (pp. xli–xliv)
  - Introduction, Use of the Manual (pp. 5–24)
Assessment Measures, Cultural Formulation (pp. 733–760)


(There is no in-class quiz for this class.)

**Week 2**

**Introduction to the study of child & adolescent psychopathology**

**Sep 11**

Reading Assignment:


(There is no in-class quiz for this class.)

**Week 3**

**Orientation to Psychiatric Diagnosis and Nosology**

**Sep 18**

Reading Assignment:

- DSM-5: Glossary of Technical Terms (pp. 817–831)


- Frances, A. http://www.psychologytoday.com/blog/dsm5-in-distress/

Short in-class quiz.

**Week 4**

**Diagnostic Clinical Evaluation & Mental Status Examination**

**Sep 25**

Reading Assignment:

Short in-class quiz.

### Week 5
#### Neuropsychological and Psycho-educational testing (Guest Lecturer)

**Oct 2**

Reading Assignment: *To be notified before Week 5*

(There is no in-class quiz for this class.)

#### Oct 6–10, 2014  Fall Semester Break

### Week 6
#### Learning Disorders/ Intellectual Disability

**Oct 16**

Reading Assignment:

- **Shatkin:**
  - Chapter 4: Learning Disorders (pp. 57–69)
  - Chapter 5: Speech and Language Disorders (pp. 70–77)
  - Chapter 6: Mental Retardation (pp. 78–92)

- **DSM-5:**
  - Neurodevelopmental Disorders (pp. 31–49 & 66–74)

Short in-class quiz.

### Week 7
#### Autism Spectrum Disorder

**Oct 23**

Reading Assignment:

- **Shatkin:** Chapter 7: Autism Spectrum Disorders (pp. 93–119)

- **DSM-5:** Autism Spectrum Disorder (pp. 50–59)

  

- *When Carl met George* (video)
  
  [http://www.youtube.com/watch?v=f1qHRisR0yk](http://www.youtube.com/watch?v=f1qHRisR0yk)
  
  [http://www.youtube.com/watch?v=sK2y9J-CBTs](http://www.youtube.com/watch?v=sK2y9J-CBTs)


Short in-class quiz.
Week 8

Attention-Deficit/Hyperactivity Disorder

Reading Assignment:

- Shatkin: Chapter 2: Attention-Deficit/Hyperactivity Disorder (pp. 18–40)
- DSM-5: Attention-Deficit/Hyperactivity Disorder (pp. 59–66)

Short in-class quiz.

Week 9

Externalizing Disorders

Reading Assignment:

- Shatkin: Chapter 3: Disruptive Behavior Disorders (pp. 41–56)
- DSM-5: Disruptive, Impulse-Control, and Conduct Disorders (pp. 461–480)

Short in-class quiz.

Week 10

Mood Disorders

Reading Assignment:

- Shatkin:
  - Chapter 10: Depression (pp. 164–191)
  - Chapter 11: Bipolar Disorder (pp. 192–213)
- DSM-5: Bipolar and Related Disorders (pp. 123 – 188)


Short in-class quiz.

**Week 11**  
Nov 20  
**Anxiety Disorders**

Reading Assignment:

• Shatkin: Chapter 9: Anxiety Disorders (pp. 133–163)

• DSM-5: Anxiety Disorders (pp. 189–290)


Short in-class quiz.

**Week 12**  
Nov 27  
**Substance Use Disorders**

Reading Assignment:

• Shatkin: Chapter 13: Substance Use Disorders (pp. 235–248)

• DSM-5: Substance-Related and Addictive Disorders (pp. 481–589)

Short in-class quiz.

**Week 13**  
Dec 4  
**Eating Disorders**

Reading Assignment:

• Shatkin: Chapter 14: Eating Disorders (pp. 249–267)

• DSM-5: Feeding and Eating Disorders (pp. 329–354)

Short in-class quiz.
Psychotic Disorders

Reading Assignment:

- Shatkin: Chapter 12: Schizophrenia and Psychosis (pp. 214–234)
- DSM-5: Schizophrenia Spectrum and Other Psychotic Disorders (pp. 87–122)

Short in-class quiz.  Note: Response paper is due today (Dec 11).

Final Examination: Wednesday December 17, 2014, at 10:00 am.

Classroom Etiquette

This is a seminar subject and requires active participation. It also requires respectful and engaged discussion, including listening to and respecting other points of view.

Your Instructor

Dr. Raphael Chan (M.B.B.S., M.P.H., University of Sydney) is a psychiatrist in private practice in Sydney, Australia. He specializes in the assessment and treatment of children, adolescents and young adults. After admission to Fellowship of the Royal Australian and New Zealand College of Psychiatrists in 2002, he worked as staff specialist psychiatrist at the Northern Beaches Child and Adolescent Mental Health Service in Sydney, and later as visiting psychiatrist at Bloomfield Hospital in rural New South Wales. He was appointed Clinical Senior Lecturer in psychiatry at Sydney Medical School, and also coordinated the Master’s program for psychiatry trainees at the New South Wales Institute of Psychiatry. In addition to teaching Child & Adolescent Psychopathology at NYU Sydney, he teaches a graduate course in childhood brain and mind disorders at the University of Sydney’s Brain and Mind Research Institute, and a child and adolescent mental health course for family physicians at the New South Wales Institute of Psychiatry. He has a special interest in mental health law, and is a member of the New South Wales Mental Health Review Tribunal, a specialist quasi-judicial body with powers to conduct inquiries and make orders about the treatment and care of mentally ill people in the state.