Child and Adolescent Psychopathology
Fall 2019

Instructor Information

- Dr. Raphael Chan
- Consultation by appointment
- raphael.chan@nyu.edu (Please allow at least 24 hours for your instructor to respond to your emails)

Course Information

- Pre-requisite: PSYCH-UA 9001/Introduction to Psychology
- Thursdays: 9:00am – 12:00pm

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" behaviour, cognition, and emotion.

Subject to the number of students enrolled, there may also be an opportunity to observe the evaluation of a child or adolescent patient by a psychiatrist in a clinic.

Course Materials

Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class.

digital version of the DSM-5 is available online in “DSM library” via the NYU Libraries website.

Course Overview and Goals

Upon Completion of this 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

Course Requirements

Midterm Exam
Students will complete a 60-minute mid-term 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 from Week 2 (both classes) to Week 5. This will be conducted during the class in week 6.

In-class Oral Presentation
Each student will be allocated a different topic in Week 1 and will do a 15-minute oral presentation during one of the subsequent classes. The use of printed presentation handouts and audiovisual aids such as PowerPoint slides is encouraged. More details about the presentations, a list of presentation dates and topics, and grading criteria will be provided in Week 1.

Response Paper
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 summarise 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.

**Final Exam**

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 from Week 8 to Week 15.

**Grading of Assignments**

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>Thu 10 Oct (Wk 6)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>25%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Response Paper</td>
<td>25%</td>
<td>8:00pm, Wed 4 Dec (Wk 14)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>9:30 – 11:30am, Wed 18 Dec</td>
</tr>
</tbody>
</table>

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class.
**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Explanation of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.</td>
</tr>
<tr>
<td>D</td>
<td>Passable performance showing a general and superficial understanding of the course’s topics; work lacks satisfactory insight, analysis or reasoned explanations.</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory performance in all assessed criteria. Work is weak, unfinished or unsubmitted.</td>
</tr>
</tbody>
</table>
Grade Conversions

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>86 to &lt; 90</td>
</tr>
<tr>
<td>B+</td>
<td>82 to &lt; 86</td>
</tr>
<tr>
<td>B</td>
<td>72 to &lt; 82</td>
</tr>
<tr>
<td>B-</td>
<td>68 to &lt; 72</td>
</tr>
<tr>
<td>C+</td>
<td>64 to &lt; 68</td>
</tr>
<tr>
<td>C</td>
<td>54 to &lt;64</td>
</tr>
<tr>
<td>C-</td>
<td>50 to &lt; 54</td>
</tr>
<tr>
<td>D+</td>
<td>45 to &lt; 50</td>
</tr>
<tr>
<td>D</td>
<td>40 to &lt; 45</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 40</td>
</tr>
</tbody>
</table>

Course Schedule

**Week 1: 5-Sep-19 (NO CLASS)**

There will be two classes in week 2

**Week 2: 10-Sep-19* (TUESDAY CLASS – TWO CLASSES IN WEEK 2)**

Introduction to the Study of Child and Adolescent Psychopathology

Required Reading:

- Shatkin:
  - Preface, A Note about Clinical Studies (pp. xiii–xviii)
  - Chapter 1: Introduction (pp. 3–25)

Recommended Reading:

Week 2: 12-Sep-19

Development in Infancy, Childhood and Adolescence

Required Reading:


Recommended Reading:


Week 3: 19-Sep-19

Orientation to Psychiatric Diagnosis and Nosology

Required reading:

- DSM-5
  - Preface
  - Section I >Introduction
  - Section I >Use of the Manual

Recommended Reading:

- DSM-5: Appendix >Glossary of Technical Terms

Week 4: 26-Sep-19

Diagnostic Clinical Evaluation & Mental Status Examination

Required Reading:

Week 5: 3-Oct-19

Autism Spectrum Disorder

Required reading:

- Shatkin: Chapter 8: Autism Spectrum Disorders (pp. 114–138)
- DSM-5:
  - Section II >Neurodevelopmental Disorders >Autism Spectrum Disorder
  - Diagnostic Criteria

Recommended Reading:

- *When Carl met George* (video)
  - Video 1
  - Video 2

Week 6: 10-Oct-19

Mid-Term Exam + Neuropsychological and Psycho-educational Testing (Guest Lecture)

09:00-10:00 am  Mid-term Examination

10:00-12:00 pm  Guest Lecture: Neuropsychological and Psycho-educational Testing

**Guest lecturer:** Kelly Jeng

Psychologist/Clinical Psychology Registrar, The CICADA Centre NSW (The Children's Hospital at Westmead) and PECAT (Parramatta Early Childhood Assessment Team)

Required Reading:

- Shatkin: Chapter 5: Learning Disorders (pp. 75–84)

Week 7: 14 – 20 Oct

SEMESTER BREAK – No Class
**Week 8: 24-Oct-19**

**Learning Disorders/Intellectual Disability**

**Required reading:**

- Shatkin: Chapter 7: Intellectual Disability (pp. 97–107)

**Recommended Reading:**

- Shatkin: Chapter 6: Communication Disorders (pp. 89–95)

**Week 9: 31-Oct-19**

**Attention-Deficit/Hyperactivity Disorder**

**Required reading:**

- Shatkin: Chapter 3: Attention-Deficit/Hyperactivity Disorder (pp. 32–45)
- DSM-5:
  - Section II >Neurodevelopmental Disorders >Attention-Deficit/Hyperactivity Disorder >Diagnostic Criteria

**Recommended Reading:**

- Shatkin: Chapter 3: Attention-Deficit/Hyperactivity Disorder: Treatment (pp. 45–57)
- Carroll, L. (2011, August 18). *1 in 10 US kids has ADHD, study finds*.

**Week 10: 7-Nov-19**

**Externalising Disorders**

**Required Reading:**

- Shatkin: Chapter 4: Disruptive Behavior Disorders (pp. 58–68)
- DSM-5:
  - Section II >Disruptive, Impulse-Control, and Conduct Disorders >Oppositional Defiant Disorder >Diagnostic Criteria
  - Section II >Disruptive, Impulse-Control, and Conduct Disorders >Conduct Disorder >Diagnostic Criteria

**Recommended Reading:**

- Shatkin: Chapter 4: Disruptive Behavior Disorders: Treatment (pp. 68–74)
Week 11: 14-Nov-19
Mood Disorders

Required Reading:

- Shatkin:
  - Chapter 10: Depression (pp. 199–210)
  - Chapter 11: Bipolar Disorder (pp. 232–245)
- DSM-5:
  - Section II >Depressive Disorders >Major Depressive Disorder >Diagnostic Criteria
  - Section II >Depressive Disorders >Persistent Depressive Disorder >Diagnostic Criteria
  - Section II >Bipolar and Related Disorders >Bipolar I Disorder >Diagnostic Criteria
  - Section II >Bipolar and Related Disorders >Bipolar II Disorder >Diagnostic Criteria
  - Section II >Depressive Disorders >Disruptive Mood Dysregulation Disorder >Diagnostic Criteria

Recommended Reading:


Week 12: 21-Nov-19
Anxiety Disorders

Required Reading:

- Shatkin: Chapter 10: Anxiety Disorders (pp. 158–176)
- DSM-5:
  - Section II >Anxiety Disorders >Separation Anxiety Disorder >Diagnostic Criteria
  - Section II >Anxiety Disorders >Specific Phobia >Diagnostic Criteria
  - Section II >Anxiety Disorders >Social Anxiety Disorder >Diagnostic Criteria
  - Section II >Anxiety Disorders >Panic Disorder >Diagnostic Criteria
  - Section II >Anxiety Disorders >Generalized Anxiety Disorder >Diagnostic Criteria
  - Section II >Trauma- and Stressor-Related Disorders >Posttraumatic Stress Disorder >Diagnostic Criteria
Recommended Readings:


**Week 13: 28-Nov-19**

**Substance Use Disorder**

**Required Reading:**

- Shatkin: Chapter 16: Substance Use Disorders (pp. 290–300)
- DSM-5:
  - Section II >Substance-Related and Addictive Disorders >Substance Use Disorders
  - Section II >Substance-Related and Addictive Disorders >Substance-Induced Disorder

**Week 14: 5-Dec-19**

**Eating Disorders**

**Required Reading:**

- Shatkin: Chapter 17: Eating Disorders (pp. 307–322)
- DSM-5:
  - Section II >Feeding and Eating Disorders >Anorexia Nervosa >Diagnostic Criteria
  - Section II >Feeding and Eating Disorders >Bulimia Nervosa >Diagnostic Criteria

**Week 15: 12-Dec-19**

**Psychotic Disorders**

**Required Reading:**

- Shatkin: Chapter 15: Schizophrenia and Psychosis (pp. 265–278)
- DSM-5:
  - Section II >Schizophrenia Spectrum and Other Psychotic Disorders >Key Features That Define the Psychotic Disorders
  - Section II >Schizophrenia Spectrum and Other Psychotic Disorders >Schizophrenia >Diagnostic Criteria
  - Section II >Schizophrenia Spectrum and Other Psychotic Disorders >Schizoaffective Disorder >Diagnostic Criteria
Exam Week
Final Exam (9:30 – 11:30am, Wed 18 Dec)

Course Policies

Submission of Work
Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student’s responsibility to confirm that the work has been successfully been uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to their instructor as well as the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. Please note that the work will not be graded until it is uploaded to NYU Classes. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

All written assignments must be submitted at the due date and time outlined in the syllabus. An assessment component receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late (including weekend days) up to a maximum of 10 points. If the work is completed beyond five days after the due date, it receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

Extensions
Any request for approval to submit an assignment after the due date must be received by the instructor, in writing, prior to the due date. The request must include evidence of work in progress before an extension is considered. If an extension is granted and the work is submitted by the agreed time, the late penalty will be waived. If an extension is granted and a student fails to submit within the agreed time, the late penalty will apply from the original due date of the assignment. Students will not be granted an extension because of workload commitments in other classes: assignment deadlines are available to students from the beginning of semester.

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 offense 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.
Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. Students are responsible for making up any work missed due to absence.

To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are expected to be present for the duration of the session: anyone leaving class early will also be considered absent. This attendance policy also applies for classes involving a field trip or other off-campus visits. It is the student’s responsibility to arrive at the agreed meeting point on time. If you are travelling on a weekend, or during the break, you must plan to return to Sydney the day prior to your next class. No excused absences will be given to students who miss class on the same day that they return from a trip, even when this is due to circumstances outside of the student’s control (such as a delayed flight).

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student’s final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to the Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must be obtained from a medical professional licensed to practise in Australia. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs Staff.

Religious Observance

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.
Classroom Expectations

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates' desire to learn. It is important for you to focus your full attention on the class, for the entire class period. In all classes we expect that students will follow the common classroom expectations outlined here in order to support constructive and effective classroom experience.

- Arrive to class on time.
- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.
- Be mindful of the space you take up in class and make space for others.
- Listen actively and be engaged and present when others are speaking.
- Do not use profanities in class discussion (they may still occasionally appear in course readings and assignments where considered appropriate)
- Criticise ideas, not people (groups and individuals).
- Use ‘I’ statements when giving opinions. Don’t try to speak for any group with which you identify.

You will be advised if there are additions to these common procedures for participation in this class.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “…not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
• promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Provisions to Students with Disabilities
Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Instructor Bio
Dr Raphael Chan (M.B.B.S., M.P.H., J.D., 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 teaches courses in child and adolescent mental health at the University of Sydney and NYU Sydney. He also has a keen interest in mental health law, and is a member of the Mental Health Review Tribunal.