Child and Adolescent Psychopathology

Class code
CAMS-UA 9101 – 001

Instructor Details
Dr Raphael Chan
raphael.chan@nyu.edu
Consultation by Appointment
Please allow at least 24 hours for your instructor to respond to your emails.

Class Details
Fall 2015

Child and Adolescent Psychopathology

Thursday 12:00 – 3:00pm
3 September – 10 December
Room 304
NYU Sydney Academic Centre

Prerequisites
PSYCH-UA 9001  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" 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.

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 a written mid-term examination (20%), an in-class oral presentation (25%), a response paper (25%), and a written final examination (30%).

**Mid-term Examination (20%)**: 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 1 to Week 5. **The examination will be held at 12:00 noon on Thursday October 22, 2015.**

**In-Class Oral Presentation (25%)**: 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 (25%)**: 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 10, 2015 (at the beginning of class).**

**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 from Week 6 to Week 14. Tuesday 15th December 10:00-12:00pm.

Failure to submit or fulfill any required course component will result in failure of the class.

**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.

**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.

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

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

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

**Grade Conversions**

Your total numerical score, calculated from the components listed above, correspond to the following letter grades:

<table>
<thead>
<tr>
<th>If your total percent score is at least:</th>
<th>90</th>
<th>86</th>
<th>82</th>
<th>72</th>
<th>68</th>
<th>64</th>
<th>54</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>then you will receive a grade no lower than:</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
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**Submission of Work**

Should work be submitted as a hard copy, or electronically?

Unless otherwise specified, all written work must be submitted as a hard copy. The majority of written assignments must also be submitted electronically via NYU Classes. All in-class presentations must be completed during class time.

Who may submit a student’s work?

Each student’s assigned work must be handed in personally by that student. The student may not nominate another person to act on his/her behalf.

When and where should the work be submitted?

The hard copy of any written work must be submitted to the instructor at the beginning of class on the date the work is due. If the assignment due date falls outside of class time, work must be submitted to the Staff Member on duty in Room 2.04 during prescribed Office Hours.
(11:30am-12:30pm and 2:30-3:30pm Mon-Thu), or by appointment with the Academic Programs Coordinator. Each submitted item of work received in Room 2.04 will be date and time stamped in the presence of the student. Work submitted in Room 2.04 will not be considered “received” unless formally stamped.

What is the Process for Late Submission of Work?
After the due date, work may only be submitted under the following conditions:

- Late work, even if an extension has been granted, must be submitted in person by appointment with the Academic Programs Coordinator. Each submitted item of work must be date and time stamped in order to be considered “received”.

- Work submitted after the submission time without an agreed extension receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late. Written work submitted beyond five weekdays after the submission date without an agreed extension 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 course component will result in failure of the course, it is crucial for students to submit every assignment even when it will receive a mark of zero. Early departure from the program therefore places the student at risk of failing the course.

**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.

Penalties for confirmed cases of plagiarism are severe and are dealt with by the Director, NYU Sydney, not your instructor. Your home school will be notified and you will be dealt with according to the standards of that school. The codes of conduct and academic standards for NYU’s various schools and colleges are outlined in the respective school’s academic resources.

**Attendance Policy**
Study abroad at Global Academic Centres 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. To ensure the integrity of this academic experience, class attendance at the centres is mandatory, and unexcused absences will affect students’ semester grades. The class roster will be marked in the first five minutes of class and anyone who arrives after this time will be considered absent. Students are responsible for making up any work missed due to absence.

For courses that meet once a week, one unexcused absence will be penalized 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.

**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.

- 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.

**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 Assistant Director, Academic Programs in writing via email one week in advance before being absent for this purpose.

**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 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

**Required Texts**


### Session 1  Introduction to the Study of Child and Adolescent Psychopathology

**Thursday September 3**

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

**Recommended Reading:**

### Session 2  Development in Infancy, Childhood and Adolescence

**Thursday September 10**

**Required Reading:**

**Recommended Reading:**

### Session 3  Orientation to Psychiatric Diagnosis and Nosology

**Thursday September 17**

**Required Reading:**
- DSM-5  
  - Preface  
  - Section I: Introduction  
  - Section I: Use of the Manual

**Recommended Reading:**
- DSM-5: Appendix ▶ Glossary of Technical Terms

### Session 4  Diagnostic Clinical Evaluation & Mental Status Examination

**Thursday September 24**

**Required Reading:**

### Session 5  Autism Spectrum Disorder

**Thursday October 1**

**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) [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)

**FALL BREAK: October 5–9, 2015**

### Session 6  Neuropsychological and Psycho-educational testing

**Thursday October 15**

**Guest lecturer:** Dr. Oren Griffiths (School of Psychology, University of New South Wales)

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

**Session 7       Learning Disorders/Intellectual Disability**

**Thursday October 22**

**Required Reading:**
• Shatkin: Chapter 7: Intellectual Disability (pp. 97–107)

**Recommended Reading:**
• Shatkin: Chapter 6: Communication Disorders (pp. 89–95)

**Mid-term Examination (20%): 12:00 – 1:00 pm**

**Session 8       Attention-Deficit/Hyperactivity Disorder**

**Thursday October 29**

**Required Reading:**
• Shatkin: Chapter 3: Attention-Deficit/Hyperactivity Disorder (pp. 32–45)
• DSM-5:
  o Section II ▶ Neurodevelopmental Disorders ▶ Attention-Deficit/Hyperactivity Disorder ▶ Diagnostic Criteria

**Recommended Reading:**
• Shatkin: Chapter 3: Attention-Deficit/Hyperactivity Disorder: Treatment (pp. 45–57)

**Session 9       Externalizing Disorders**

**Thursday November 5**

**Required Reading:**
• Shatkin: Chapter 4: Disruptive Behavior Disorders (pp. 58–68)
• DSM-5:
  o Section II ▶ Disruptive, Impulse-Control, and Conduct Disorders ▶ Oppositional Defiant Disorder ▶ Diagnostic Criteria
  o Section II ▶ Disruptive, Impulse-Control, and Conduct Disorders ▶ Conduct Disorder ▶ Diagnostic Criteria
**Recommended Reading:**
- Shatkin: Chapter 4: Disruptive Behavior Disorders: Treatment (pp. 68–74)

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**Session 10  Mood Disorders**

**Thursday November 12**

**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:**

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**Session 11  Anxiety Disorders**

**Thursday November 19**

**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
  - Section II ▶ Obsessive-Compulsive and Related Disorders ▶ Obsessive-Compulsive Disorder ▶ Diagnostic Criteria

**Recommended Readings:**

Session 12  Substance Use Disorder
Thursday November 26

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

Session 13  Eating Disorders
Thursday December 3

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

Session 14  Psychotic Disorders
Thursday December 10

Required Reading:
• Shatkin: Chapter 15: Schizophrenia and Psychosis (pp. 265–278)
• DSM-5:
  o Section II ▶ Schizophrenia Spectrum and Other Psychotic Disorders ▶ Key Features That Define the Psychotic Disorders
  o Section II ▶ Schizophrenia Spectrum and Other Psychotic Disorders ▶ Schizophrenia ▶ Diagnostic Criteria
  o Section II ▶ Schizophrenia Spectrum and Other Psychotic Disorders ▶ Schizoaffective Disorder ▶ Diagnostic Criteria

Response Paper (25%) due at 12:00 noon.

Final Examination (30%): Tuesday 15th December 10:00am-12:00pm

Your Instructor

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.

For over 10 years, he has taught and coordinated undergraduate and graduate courses in mental health at various institutions including the New South Wales Institute of Psychiatry, the Brain and Mind Centre at the University of Sydney, and NYU Sydney. Dr. Chan is also a graduate of Sydney Law School and a member of the Mental Health Review Tribunal, a specialist quasi-judicial body with powers to make orders about the treatment and care of mentally ill people in New South Wales, and to review forensic patients who have been found not guilty by reason of mental illness or unfit to be tried.