Course Syllabus
Psychology 379
Child & Adolescent Psychiatry
Steve Kozberg, Larry Wichlinski
Fall Term, 2018

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Office Hours:

Steve: Tues. & Thurs. 9-10 a.m.,
and by appointment

Larry: T-W-Th 1:30 to 2:30 p.m.
and by appointment

ADHD Became an American Epidemic

About the Course:

We are quite pleased and excited to teach Child and Adolescent Psychiatry
once again! In this course, we intend to focus on symptoms, biological
correlates, causes, and treatments of the various psychiatric disorders
experienced in childhood and adolescence. This course is not intended to be a
comprehensive overview but, rather, a selective treatment of some of the major
disorders of these periods of life.

It is our hope that this experience will be valuable for students going on
in the fields of clinical psychology, counseling psychology, psychiatry, pediatric
and family medicine, school psychology, social work, and any other profession
that involves contact with children and adolescents.

We intend to run Child and Adolescent Psychiatry like a graduate school
seminar, with an emphasis on discussion and student leadership. We may
occasionally give mini-lectures, but the main focus of the course will be
discussion of the assigned readings (mostly journal articles).

Please note that the readings assigned for any given day should be
completed by the time you get to class. Readings will be posted on Moodle. The
success of this seminar will depend largely on how prepared you are each class
day.

Also, please be forewarned: many of the topics and readings are
disturbing, and may very well trigger significant and painful emotional
reactions. If any of the topics hit too close to home, you may need to leave
during class, or not show up on that class day.
Requirements Fulfilled

For psychology majors, this course counts toward your upper level seminar requirement. For neuroscience concentrators, this course counts as an elective. For everyone else, this course counts toward distro requirements in Social Science.

Assessment:

There are two exams in this course and one presentation. Both exams are take-home, open book exams (details to follow). The presentation will be a group presentation (3-4 members per group) covering a topic of your choice, within reason. We’ll have separate handouts for the presentations and each of the take-home exams.

You will be graded on these three elements as well as class participation. Part of your class participation grade will involve leading a large class discussion as part of a 3-member team assigned to specific readings and topics for a given class day. Another element of your participation grade will include handing in discussion questions and/or very short essays written either during or outside of class. Your contributions to large group and small group discussions will constitute the remainder of your participation grade.

The overall breakdown is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>30 %</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 %</td>
</tr>
<tr>
<td>Class Project</td>
<td>20 %</td>
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<tr>
<td>Participation</td>
<td>20 %</td>
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We will consider any requests for extensions on a case-by-case basis.

Criteria for Individual Discussion Contribution Grades:

Contributes nearly every class day to discussion = A
Contributes more days than not = B
Contributes occasionally = C
Talks once or twice = D
Rarely attends class = F

Electronic Etiquette

Please turn off your cell phones before class begins. Please do not text, check e-mail, shop, etc. during class. We consider this a matter of respect.
toward your classmates and us. We’ll have a break during the middle of class where you can use your cell phone.

**Students with Special Needs:**

Those with special needs should see us as soon as possible in the term, concerning any needed accommodations.

**Final Thoughts:**

Have a great term!

**Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td>Sept. 11th</td>
<td>Tues.</td>
<td>Overview and Course Introduction</td>
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</table>
| Sept. 13th | Thurs.  | ADHD I  
*Assignment*: Wedge (2015), Chapters 1-5 |
| Sept. 18th | Tues.  | ADHD II  
| Sept. 20th | Thurs.  | ADHD III  
*Assignment*: Wedge (2015) Chapters 6-10 |
| Sept. 25th | Tues.  | Childhood & Adolescent Anxiety Disorders  
| Sept. 27th | Thurs.  | Obsessive-compulsive Disorder  
| Oct. 2nd  | Tues.  | Childhood Bipolar Disorder  
| Oct. 4th  | Thurs.  | Disruptive Mood Dysregulation Disorder  
| Oct. 9th  | Tues.  | Childhood Depression & Suicide |

Oct. 11th Thurs. Adolescent Mood Disorders & Suicide
Shain (2016)

Oct. 12th Fri. Midterm Exams due in Psych Office by noon

Oct. 15th Mon. Midterm Break

Oct. 16th Tues. Adolescent Substance Abuse

Oct. 18th Thurs. Disorders of Impulse Control/Behavioral Addictions
Guest Speaker: Dr. Jon Grant

Oct. 23rd Tues. Eating Disorders
Hail & LaGrange (2018)
LaPorta-Herrera et al (2018)

Oct. 25th Thurs. Conduct Disorder and Oppositional Defiant Disorder
Assignment: Cavanagh et al (2017); Kutlu et al, (2017); Schoorl et al (2017);
Urben et al (2018)

Oct. 30th Tues. Autism
Assignment: Hull et al (2017); Park et al (2016a);
Wu et al (2015)

Oct. 30th Tues. Guest Speaker: Jane Poskanzer on Autism

Nov. 1st Thurs. Presentations I

Nov. 6th Tues. NO CLASS: WORK ON SECOND EXAM

Nov. 8th Thurs. Presentations II

Nov. 13th Tues. Presentations III
REFERENCES


Leppink, E. W., Odlaug, B. L., Kust, L., Christenson, G., & Grant, J. E. (2016).
Stress, impulse control, and health in college students. The Journal of Nervous and Mental Disease, 204, 931-938.


