NOT A CURRENT SYLLABUS – use this Spring 2014 syllabus to get an idea about content of course for

Course Syllabus
Psychology 379
Child & Adolescent Psychiatry
Steve Kozberg, Larry Wichlinski
Spring Term, 2014

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About the Course:

We are quite pleased and excited to teach Child and Adolescent Psychiatry for the second time at Carleton. 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. The success of this seminar will depend largely on how prepared you are each 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 in your participation grade involves handing in 3 discussion questions every class day. Your contributions to large group and small group discussions will constitute the remainder of your participation grade.

The overall breakdown is as follows:

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<tbody>
<tr>
<td>Midterm Exam</td>
<td>30 %</td>
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<tr>
<td>Final Exam</td>
<td>30 %</td>
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<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.

**Electronic Etiquette**

Please turn off your cell phones before class begins. Please do not text, check e-mail, or surf the internet during class. We consider this a matter of respect toward your classmates and us.

**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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<tr>
<td>Apr. 1st</td>
<td>Tues.</td>
<td>Overview and Course Introduction</td>
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Apr. 8th Tues. Early life trauma
Assignment: Ehlert (2013);

Apr. 10th Thur. Reactive attachment disorder
Assignment: Kay & Green (2013); Shi (2014)

Apr. 15th Tues. ADHD I

Apr. 17th Thurs. ADHD II
Assignment: Hinshaw & Scheffler (2014);
Chapters 1-4

Apr. 22nd Tues. ADHD III
Assignment: Hinshaw & Scheffler (2014):
Chapters 5-10

Apr. 24th Thurs. Mood disorders I: childhood bipolar disorder

Apr. 29th Tues. Mood disorders II: childhood unipolar depression
Assignment: Lester et al (2013); Luby (2009)

Apr. 30th Wed. First Exam Due by 4:30 p.m. in Psych office

May 1st Thurs. Disorders of impulse control
Assignment: Grant et al (2013); Potenza et al (2013)

May 6th Tues. Oppositional & conduct disorder
Assignment: Buitellar et al (2013); Matthys et al (2013);
Rubia (2011)

May 8th Thurs. Adolescent depression & suicide
Assignment: Brent et al (2013);
Dvorak et al (2013); Taliaferro & Muehlenkamp (2013)

May 13th Tues. Separation anxiety
Assignment: Kossowsky et al (2012); Roberson-Nay (2012);
Schneider et al (2013)

May 15th Thurs. Autism & autism spectrum disorders I
Assignment: Parelleda et al (2014); Rzhetsky et al (2014);

May 20th Tues. Autism & autism spectrum disorders II
Assignment: Noriega & Savelkoul (2014); Cannell (2013)

May 20th Tuesday Guest Speaker: Jane Poskanzer on Autism
7 p.m. Location TBA (Mandatory)

May 22nd Thurs. Anxiety, OCD, + basal ganglia disorders

May 27th Tues. Presentations I

May 29th Thurs. Presentations II

May 30th Fri. Second Exam Due by 4:30 p.m. in Psych office

June 3rd Tues. Presentations III

REFERENCES


Kay, C. & Green, J. (2013). Reactive attachment disorder following early maltreatment: Systematic evidence beyond the institution. Journal of
Abnormal Child Psychology, 41, 571-581.


Taliaferro, L. A. & Muehlenkamp, J. J. (2013). Risk and protective factors that distinguish adolescents who attempt suicide from those who only consider suicide in the past year. Suicide and Life-Threatening Behavior, 44, 6-22. E-reserve


ADDITIONAL REFERENCES (most from the previous time we taught this course)


Greydanus, D.E., Bacopoulou, F., & Tsalamanios, E. (2009). Suicide in
adolescents: A worldwide preventable tragedy. Keio Journal of Medicine, 58, 95-102. E-reserve


