



Child and Adolescent Mental Health Studies

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Offered by the College of Arts and Science in cooperation with the Child Study Center at the NYU School of Medicine, this minor aims to heighten students' awareness of childhood mental health issues and their sustained impact on adolescents and adults. In the child and adolescent mental health studies (CAMS) minor, students will (1) explore the relationship between human behavior and its biological and environmental bases; (2) increase their intellectual curiosity and build analytic and problem-solving skills; (3) be challenged to think critically about the concepts of "normal" or "typical" versus "abnormal" behavior and engage in a meta-level analysis of the social, historical, and cultural context of mental health, illness, and diagnosis; and (4) be encouraged—if they have a natural interest in and inclination toward careers in social work, education and special education, psychology, law, medicine, sociology, nursing, public health, and scientific journalism—to consider focusing their future career in some significant capacity on children and adolescents. Additional information on the CAMS minor and an up-to-date listing of all courses can be found on the NYU Child Study Center Web site, www.aboutourkids.org.

Program

The minor requires five courses. At least three must be from within the CAMS program; two can be from departments in the College of Arts and Science and/or the

Steinhardt School of Culture, Education, and Human Development. Courses taken for the CAMS minor cannot be applied to another major or minor

without prior approval from all the relevant directors of undergraduate studies.

Courses

CAMS COURSES

The CAMS program was initiated in fall of 2006 with the goal of providing students instruction in child and adolescent mental health from practicing psychiatrists and psychologists at an internationally renowned clinical and research center. Some courses have prerequisites, as specified below. Child and Adolescent Psychopathology (V05.0101, see description below) is the core course upon which students will complete the requirements for the minor. The program currently offers 10 courses, along with numerous options for inde-

pendent study. A number of courses are now in development on topics such as divorce, eating disorders, parenting, family therapy, positive psychology, and drug use. Many of the CAMS courses are available to all undergraduates without prerequisite.

Child and Adolescent Psychopathology

V05.0101 *Prerequisite: V89.0001. Sbatkin, Evans. Offered in the fall. 4 points.*

While psychopathology courses are commonplace among undergraduate psychology curricula, courses

focusing on child and adolescent psychopathology are relatively rare. Through lecture presentations and discussions, this course focuses 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 clinician (psychologist or psychiatrist) during the evaluation of a

child or adolescent patient at the NYU Child Study Center.

The Treatment of Child and Adolescent Mental Illness

V05.0102 *Prerequisite: V05.0101. Shatkin, Evans. Offered in the spring. 4 points.*

Provides students with an overview and understanding of the current methods employed in the treatment of child and adolescent mental illness. For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies, which have not consistently demonstrated a beneficial effect. Over the past 25 years, however, a variety of new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression, dialectical behavior therapy for personality disorders, and parent management training for children with oppositional and defiant disorders. In addition, we now have strong evidence supporting the use of various pharmacological interventions for attention-deficit hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy. This course builds upon Child and Adolescent Psychopathology (V05.0101).

The Science of Happiness

V05.0110 *Schleeter, Wasser. Offered in the spring. 4 points.*

Examines the state of college-student mental health and wellness on a personal and systems level. As undergraduate university students approach the end of adolescence, they often reevaluate the beliefs, values, and assumptions with which they left home. Young adulthood is a time of great promise, but the transition from child to adult is never easy. We look at how individuals can create positive change by reinterpreting their goals and identifying steps toward a successful college experience. Key findings from the fields of

neuroscience and positive psychology are referenced to inform our study of the biopsychosocial underpinnings of success and happiness. Through lectures and discussions, students learn about a variety of wellness topics that include mindfulness, relationships, and self-esteem. The final project requires students to promote an area of mental wellness on campus.

Skepticism and Proof: Research Methods in Child Mental Health

V05.0120 *Lucas, Gallagher. Offered in the fall. 4 points.*

Clinical practice and public policy in child mental health is too often driven by the media, conventional wisdom, and prejudice rather than by scientific data. Evidence-based clinical care seeks to guide practitioners in the critical appraisal of data on risk factors, prevention, and treatment. This course is designed for those who wish to read the health research literature and draw their own conclusions. It provides a practical means to learn and apply research methods and focuses on the knowledge and skills needed to design, carry out, and evaluate a research study. Discussion of topical "hot-button" issues, such as the apparent "epidemic" of certain diagnoses, the influence of the environment or culture on child mental health, and the risks/benefits of widely prescribed medications, are combined with a systematic review of the existing evidence base on current empirically supported treatment for child mental health problems.

Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum

V05.0131.0132 *Fleiss, Abikoff. Offered every summer. 3 points per session.*

Attention-deficit hyperactivity disorder (ADHD) is the most commonly diagnosed neurobehavioral childhood disorder, affecting between 5 and 7 percent of the population. It is a complex disorder that typically impacts a child's functioning across multiple settings. Although medication is often the first-line treatment, a multimodal approach, including

behavioral interventions, is often necessary to address deficits in social skills, classroom behavior, and parent-child relations. This two-part summer course begins with a didactic that helps students obtain a broader understanding of the impact of this disorder on children's functioning and learn specifically how behavioral treatments are employed to improve children's functioning in social, academic, and home settings. It provides a foundation in social learning theory and then, through a practicum at the NYU Child Study Center's Summer Program for Kids, offers supervised, hands-on experience in applying behavioral principles and procedures. Ongoing discussion with supervisors regarding the clinical expression of symptoms and treatment response takes place daily. Students also gain considerable insight into the challenges clinicians face in treating children afflicted with this disorder. Finally, students learn how to employ these same behavioral treatments for children affected by commonly comorbid conditions, such as oppositional defiant and conduct disorder.

Developmental Theory and Human Motivation

V05.0140 *Ravitz. Offered in the fall. 4 points.*

Provides an overview of child development through the study of basic readings in developmental theory. In addition, students are assigned films weekly for home viewing that allow further exploration of the themes addressed in class. Established theories of child and adolescent development are examined, along with more complex interpersonal constructs, such as family systems, peer relations, and gender identity. Students gain an understanding of the various biological, psychological, and interpersonal factors that motivate complex human behaviors and learn to apply these developmental concepts toward a deeper understanding of human relations.

Children and the Media

V05.0150 *Foubister. Offered in the spring. 4 points.*

Consuming media has far outstripped reading storybooks or playing make-believe as the average American child's favorite pastime. Children between the ages of two and 18 spend an average of five-and-a-half hours a day using some form of media. This course reviews the current literature on how media use affects children's mental health, as well as their cognitive, emotional, and social development. Designed for those who wish to learn to think critically, this course provides a comprehensive, research-oriented review of how children and adolescents are influenced by the media.

Discussions include an examination of controversial issues, such as media's effects on children's violent behavior and substance use, as well as the potential benefits of media.

The Literature of Children and Adolescents

V05.0191 *Marcus, Schwartz. Offered in the spring. 4 points.*

Considers children's and adolescent literature as a rich, untapped source of insight into child development for students of psychology, child development, and related disciplines. Over the last century, a vibrant, many-faceted literature for young people has grown in tandem with our understanding of child and adolescent psychology to present young readers with an increasingly finely calibrated perspective on such basic developmental issues as the formation of trust, the emergence of a sense of autonomy, and the complexities of family and peer relationships. Students explore these and other topics as they read and discuss a wide range of picture books, longer fiction, and relevant professional literature.

Independent Study: Advanced Topics in Child and Adolescent Mental Health Studies

V05.0997,0998 *Offered every semester. 1 to 4 points.*

The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of

Child and Adolescent Psychiatry.

Areas of study may include research methods, clinical interviewing, systems of care, and education and training. For an up-to-date listing of all current independent study opportunities, please see our Web site, www.aboutourkids.org.

Advanced Seminar: Autism Spectrum Disorders

V05.0201 *Lord, Nisbawala. Offered in the fall. 4 points.*

This advanced seminar provides students with an in depth exposure to autism spectrum disorders (ASDs). Beginning with etiological theories, various biological, behavioral, and cognitive paradigms are examined in an effort to help students conceptualize the developmental links between brain and behavior. Epidemiology, diagnostic and treatment strategies, and finally issues of public policy are then reviewed in detail. All students must also engage in a supervised experiential lab practicum at the NYU Child Study Center's Asperger Institute or an affiliated school where they work directly with children and adolescents with ASDs for three hours each week. Primary sources for the course include scientific papers, individual accounts by people living with ASDs, and reviews of current popular media and Web sites.

Global Perspectives in Child and Adolescent Mental Health

V05.0202 *Liau, Olia. Offered in the spring. 4 points.*

Worldwide studies suggest that up to 20 percent of children and adolescents suffer from a significant mental illness, but how mental health and illness are perceived varies greatly around the world. Through lectures, discussions, readings, and films, this course provides an overview of the scope and magnitude of child and adolescent mental health issues globally. The most commonly identified child and adolescent mental illnesses, including mood and anxiety, post-traumatic, disruptive behavior, and substance abuse disorders, are examined from various cultural perspectives. The ways in which geo-socio-politico-economic

factors, specifically war and conflict, child exploitation, structural violence and poverty, and HIV/AIDS, affect child development and mental health are also studied. Finally, the course addresses the dearth of resources allocated to children's mental health, as well as the barriers to care, such as stigma and education. Selected case studies from the Americas, Africa, Europe, Southeast Asia, East Asia, and the Middle East are used to illustrate key concepts.

OTHER COURSES

Up to two courses from the following list may be applied to the minor. (Many of them have prerequisites, which are noted in the course descriptions of the sponsoring departments.)

COLLEGE OF ARTS AND SCIENCE

NEURAL SCIENCE (80)

Introduction to Neural Science
V80.0100 *4 points.*

Behavioral and Integrative Neuroscience
V80.0202 *Identical to V23.0202. 4 points.*

Development and Dysfunction of the Nervous System
V80.0305 *4 points.*

PSYCHOLOGY (89)

Introduction to Psychology
V89.0001 *4 points.*

Cognitive Neuroscience
V89.0025 *4 points.*

Developmental Psychology
V89.0034 *4 points.*

Abnormal Psychology
V89.0051 *4 points.*

SOCIOLOGY (93)	Women and Mental Health: A Life Cycle Perspective E63.1041 <i>3 points.</i>	Strategies for Teaching Children with Challenging Behavior E75.1161 <i>3 points.</i>
The Family V93.0451 <i>4 points.</i>	Sexual Identities Across the Lifespan E63.1110 <i>3 points.</i>	SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Childhood V93.0465 <i>4 points.</i>	Survey of Developmental Psychology: Introduction E63.1271 <i>3 points.</i>	Introduction to Language Disorders in Children E43.1207 <i>3 points.</i>
STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT	Adolescent Development E63.1272 <i>3 points.</i>	TEACHING AND LEARNING
APPLIED PSYCHOLOGY	SPECIAL EDUCATION	Language Acquisition and Literacy Education in a Multilingual and Multicultural Context E27.1030 <i>4 points.</i>
Abnormal Psychology E63.1038 <i>3 points.</i>	Behavior Modification in Special Education Settings E75.1160 <i>3 points.</i>	
Personality Development E63.1039 <i>3 points.</i>		