

Child and Adolescent Psychopathology

*Course Number: V05.0101

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*This course is offered every fall semester and carries 4 points.

Course 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 psychiatrists and psychologists at an internationally renowned clinical and research center. Through lecture presentations and discussions, this course focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. We engage students in a critical review of common child and adolescent psychopathology and challenge social and cultural assumptions of what constitutes “normal” vs. “pathological” behavior, cognition, and emotion. The course meets twice weekly, using a combined approach of lecture and recitation. Lectures teach basic concepts, and recitations provide an opportunity for discussion and review of the required readings. Each student also completes 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.

Course Aims:

Knowledge

Students will learn about:

1. The etiology, epidemiology, phenomenology, nosology, and diagnosis of child and adolescent mental illness; and
2. The impact of psychopathology on the normal development of children and adolescents.

Skills

Students will be able to:

1. Describe the presentation and natural history of the most common child and adolescent mental illnesses; and
2. Construct an evaluative diagnostic report of a child or adolescent based on presenting symptoms and historical features.

Perspectives

Students will develop:

1. A holistic understanding of what constitutes psychopathological behavior and cognition; and
2. A critical, culturally-sensitive view of what constitutes “normal” versus “abnormal” behavior and thought in young people.

Course Syllabus:

Meeting:	Course Topic	Primary Instructor	Assigned Reading
1 – 2	Introduction to the study of child psychopathology	Shatkin	Primary Text, Chapter 1
3	Normal Child Development Review	Evans	Primary Text, Chapter 2
<i>(sign up for evaluation visits at NYU CSC)</i>			
4	Orientation to Psychiatric Diagnosis and Nosology; Diagnostic Clinical Evaluation	Shatkin	DSM-IV, Multiaxial Assessment Course Hand-Out Primary Text, Chapter 3
5 – 6	Neuropsychological and Psycho-educational Testing	Evans	DSM-IV, Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence Primary Text, Chapter 4
7 – 8	Attention Deficit-Hyperactivity Disorder	Evans	Primary Text, Chapter 5.
9 – 10	Externalizing Disorders	Evans	Primary Text, Chapter 6
11 – 12	Pervasive Developmental Disorders	Shatkin	Primary Text, Chapter 10
13 – 14	Learning Disorders/ Mental Retardation	Evans	Primary Text, Chapters 9 & 11

15 **Midterm Examination**

16 – 17	Mood Disorders	Shatkin	Primary Text, Chapter 8
18	Suicide and Self-Injurious Behavior	Evans	Lewinsohn PM, Rohde P, Seeley JR. Adolescent suicidal ideation and attempts: Prevalence, risk factors, and clinical implications. <i>Clin Psychol Sci Prac.</i> 1996;3:25-46
19 – 20	Anxiety Disorders	Evans	Primary Text, Chapter 7
21	Substance Use Disorders	Shatkin	Primary Text, Chapter 12

Midterm Papers Due

22 – 23	Psychotic Disorders	Shatkin	Reimherr JP, McClellan JM. Diagnostic challenges in children and adolescents with psychotic disorders. <i>Journal of Clinical Psychiatry.</i> 65(suppl 6):5-11, 2004
24 – 25	Eating Disorders	Shatkin	Primary Text, Chapter 13.
26 – 27	Sleep and Movement Disorders	Shatkin	Faridi K, Suchowersky O. Gilles de La Tourette’s Syndrome. <i>Le Journal Canadien des Sciences Neurologiques.</i> 30: Suppl. 1 – S64-71, 2003

28 **Final Written Examination**

Textbook and Readings:

The textbooks for the course are: (1) *Abnormal Child Psychology* by Eric J. Mash & David A. Wolfe, 3rd ed., 2004; and (2) the *Diagnostic and Statistical Manual of Mental Disorders-Text Revision*, 4th ed. (DSM-IVTR), American Psychiatric Association. Readings are otherwise comprised of primary sources drawn from the rich literature of psychology and psychiatry. Short books and book chapters are recommended by the instructors as background reading for the final oral presentations. Typically, one or two readings are assigned each week.

Examinations and Grades:

Grades are based upon class participation (10%), a midterm examination (25%), a midterm paper (25%), and a final examination (40%).

The examinations include a:

Midterm Paper: Students complete a formal write-up (not to exceed 7 single-spaced, type written pages) of the psychiatric examination in which they participate at the NYU Child Study Center. (Students are required to sign HIPAA confidentiality forms, but no human subjects authorization is required.)

Midterm and Final Examinations: Each exam is be one-hour in duration and consist of short answer and multiple choice questions based upon the material covered in class and the readings.