

PVAMU Course Syllabus

Childhood Disorders HDFM 2513-P01

Department of	Agriculture & Human Sciences (CAHS)	College of	Family & Consumer Sciences: Family and Child Studies
Instructor Name: <i>Doris Morgan-Bloom Higginbottom</i>			
Office Location: <i>CARC BLDG Office #132</i>			
Office Phone: <i>936-261-2518</i>			
Fax: <i>936-261-2548</i>			
Email Address: <i>djmorgan-bloom@pvamu.edu</i>			
Snail Mail (U.S. Postal Service) Address:		Prairie View A&M University	
		P.O. Box	519
		Mail Stop	2000
		Prairie View, TX 77446	
Office Hours: T 1:00-5:00, W 9:00-3:00, TR 1:00-5:00, Fri. by appointment			
Virtual Office Hours: Contact via email			
Course Location: <i>May Hall Room 119</i>			
Class Meeting Days & Times: 9:30am to 10:50am			
Course Abbreviation and Number: HDFM 2513- P01 CRN# 21288			
Catalog Description:	This course is designed to introduce a general overview and treatment of major childhood disorders. It examines the history of childhood psychopathology, theories of development, medical and biological factors, mental retardation, drug and alcohol use, social and environment factors that relate to childhood problems		
Prerequisites:	N/A		
Co-requisites:	N/A		
Required Text:	Mash, E. J., & Wolfe, D. A., (2010). Abnormal Child Psychology. 4 th Ed. Wadsworth Cengage Learning Publishers. ISBN # 978-0-495-50627-0		
Recommended Text:			
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.pvamu.edu/pages/3585.asp University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d		
Course Goals or Overview:			
	The goal of this course is to provide a comprehensive account that fosters understanding of childhood disorders; provide both a theoretical and empirical foundation that enables students to become knowledgeable and critical interpreters of information about growth, development, childhood disorders and needs of individuals; provide a blend of basic and applied research as well as current critical topics and issues that demonstrate the connections between theory and practice, laboratory work and life.		

Course Outcomes/Objectives**At the end of the semester:**

Students will understand and apply fundamental principles of critical thinking, problem solving, and key factors that affect rates and expression of children's mental disorder and describe how heredity, genetics, neurobiology, and social psychological dimensions are influential factors in causing mental retardation.	<u>Core Curriculum Objective</u> Critical Thinking
Students will understand the importance outlining critical issues in abnormal childhood disorders. Discuss the significance of children mental health today, to explain the purpose of defining psychological disorders, name some of the major neurotransmitter and describe their functions and role in in psychopathology. Through power point presentation, small group interaction, and whole group discussions.	Communication
Student will conduct basic research, ascertain the link between research and theory and be able to list and discuss the steps used in research.	Empirical and Quantitative skills
Student will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in effectively in regional, national, and global communities.	Social Responsibilities

Course Objectives/Accrediting Body**Standards Met:**

At the end of this course, the student will be able to demonstrate mastery at the 75th percentile or greater through a variety of course embedded assessments in each of the following course focal area.

COURSE OUTLINE**Week 1**

Introduction: Introduction to Normal and Abnormal Behavior in Children and Adolescents; a discussion on understanding abnormal child psychology.

Assignment One: Read and analyze a research article using guidelines provided by your instructor. Discuss the outcomes and submit written report.

Week 1 Theories and Causes: A study of the many factors and processes, which may influence a child and family disturbances -biological, psychological, familial, and cultural.

Activity One: small group discussion on the approaches to understanding psychological disorders. Identify which of these approaches seems to be the most valuable to explaining child psychopathology? Which is the least useful?

Week 2

Research: A discussion of the scientific approaches and their importance in the study of abnormal child psychology.

Assignment two: Conduct basic research-Instructor will provide academic journal article and engage students with "hands-on" library assignment with a librarian to participate in American psychological Association (APA) seminar. This will emphasize students manipulating and analyzing data or observable facts resulting in knowledgeable conclusions

Assessment, Diagnosis, and Treatment: A discussion of the clinical assessment that is used to promote and enhance children's well being by accomplishing effective solutions to the problems they are faced with on a day-to-day basis.

- Week 3** **Attention-deficit/Hyperactivity Disorder (ADHD)** A discussion of the history of the etiologies proposed and symptoms described in children with ADHD , providing a context for the current term as it is used today.
Activity Three: will research the ADHD medication "**Strattera**" and discuss why physicians, pediatricians, teachers, and parents are as interested in it as the new "wonder drug". Compare and contrast it with other common ADHD medications (see "New drug for attention deficit, hyperactivity, gains, as school starts". Student Miami Herald, September 6, 2003).
- Week 4** **Conduct Problems:** Description of conduct problems the context, cost and perspective.
Activity Four: Bullying among school children is it something new? Student will engage in group discussion on bullies and their victims.
- Week 5** **Anxiety Disorders:** Children facing anxiety disorder, experiencing fear, worries, and anxiety versus fear and panic.

Activity Five: Student will review three anxiety response systems and give examples from each. Then distinguish between fear, anxiety, and panic in children.
- Week 6** **Mood Disorders:** Mood disorders include major depressive disorder (MDD), dysthymic disorder (DD), and bipolar disorder (BP).

Activity Six: Use the internet- to research for what reasons has there been an increase in depression from the preschool to elementary school years, and from childhood to adolescence?
- Week 7** **Intellectual Disability (Mental Retardation) -** A discussion on how intelligence and mental retardation has been viewed throughout past centuries, and the common physical and developmental disabilities associated with mental retardation.
Assignment Three- Using handout, Intellectual Disabilities: Beyond AXIS II? Determine what the most prevalent single disorder found in children with intellectual disabilities.
- Week 8** **Autism Spectrum Disorder and Childhood-Onset Schizophrenia-** Study the description and history, autism across the spectrum, core deficits of autism, and

associated characteristics of autism, the causes and treatment of autism.

Activity seven: Free write: Autism Disorder warning signs and the Child-Onset Schizophrenia overview and discussion. Discuss causes and treatment of Autism.

Week 9

Communication and Learning Disorders- A study of phonological awareness, an expressive language disorder stuttering and learning disorders-reading disorder, mathematic disorder, and writing disorder

Week 10

Activity eight-Utilizing the DSM-IV-TR work as group (members identified by Instructor) to categorize communication disorders include the diagnostic subcategories of expressive language disorder, phonological disorder, mixed receptive-expressive disorder and stuttering

Week 11

Health-Related and Substance Use Disorders- An overview of sleep disorders, elimination disorders, chronic illness and adolescent substance use disorders

Assignment Four: Prepare a written assignment elimination Disorders-enuresis and encopresis the prevalence and course and causes and treatments presentation discussion in class

Week 12

Eating Disorders and Related Conditions- How eating patterns helps to develop obesity, the prevalence and development cause and treatment; is feeding disorders of infancy or early childhood, pica, and a failure to thrive. A close look at eating disorders of adolescence

Activity Nine: Discussion regarding normal development and how eating disorders develop. The feeding disorder in infancy, early childhood, adolescence, anorexia, nervosa, bulimia nervosa and malnutrition

Week 13

Child Maltreatment and Non-Accidental Trauma- History and family context, healthy families, families stress and disharmony, the types of maltreatment-physical abuse, neglect, sexual abuse, emotional abuse, and emotional abuse.

Assignment Five: Using handout provided by the instructor—using the journal article to answer six questions provided with the article.

Course Evaluation Methods

Given prior notice, the contents of this syllabus and class assignment are subject to change at instructors' discretion. If you have any questions or need assistance, please feel free to contact your instructor.

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Exams – The two multiple choice exams (Mid-Semester and Final) will consist of 50 questions each designed to provide emphasis on the chapters units. The critical thinking core objective will be emphasized within these exams. For example, questions will evaluate the students' knowledge concerning changing views resulted in an increased concern for moral education, compulsory education, and improved health practices. These exams will assess students' knowledge of key factors that affect rates and expression of children's mental disorders.

Quizzes – The five online quizzes will consist of 30 questions each designed to assess critical thinking core objectives and social responsibility in regards to a social psychological dimension and influential factors in causing mental retardation. For example, individuals with Disabilities Act (IDEA): the US mandates that free and appropriate education be provided for K-12 children with special needs in the least restrictive environment vs. how children's mental health problems were addressed in the past and how this view has changed over time.

Activities – Assignments designed to supplement and reinforce course material while students demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in effectively on local, national, and global levels. Activities will assess student communication objective during small group interaction, group discussions and power point presentations.

Projects – Student group projects are designed to supplement and reinforce course material. Projects are designed to enhance students' understanding of the material and to encourage participation in discussion. The communication, critical thinking, and personal responsibility core objective will be emphasized in these projects. For example, student will conduct basic research, ascertain the link between research and theory and be able to list and discuss the steps used in research.

Class Participation – Student's daily attendance and participation in class discussions is designed to supplement and reinforce social responsibilities core objective while enhancing intercultural competence, knowledge of civic responsibility and the ability to engage successfully on a regional, national and global level.

Grading Matrix

Instrument	Value (points or percentages)	Total
Class Attendance	50 points	50
Written Assignments	50 points	50
Quizzes	5 quizzes at 30 points each	150
Research/Library Projects	100	100
Mid Term Exam	100	100
Class Participation/ Discussion	50	50
Final Exam	100	100
Total:		600

Grade Determination:

A = 540 – 600pts;
B = 539 – 480pts;
C = 479 – 420pts;
D = 419 – 360pts;
F = 359pts or below

Submission of Assignments:

Please submit all assignments, quizzes online within the assigned date and time period. Quizzes "will not be reopened".

Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies only (See Student Handbook).

Professional Organizations and Journals

The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.

Popular Parents' Magazines	Baby Fit Pregnancy	Child Junior Parents	Family Life Parenting
-----------------------------------	-----------------------	-------------------------	--------------------------

Popular Children's' Magazines Cricket Highlights National Geographic World
Nickelodeon Sesame Street Spider Sports Illustrated for Kids

Journals Relevant to Life Span

American Journal of Psychology
American Journal of Psychiatry
American Psychologist
Behavior Modification
Behavior Therapy
Cognitive Psychology
Clinical Psychology
Review Child Development
Child Psychology & Psychiatric Review
Child Psychiatry & Human Development
Child Study Journal Cognition & Emotion
Contemporary Psychology
Cognitive Development Cognitive
Psychology Counseling
Psychologist Creative Child & Adult Quarterly
Death Studies Developmental
Psychology Elementary School Guidance & Counseling
Family Relation
Family Therapy
Feminist Studies
Gerontologist Health
Psychology Journal of Abnormal Child
Psychology Journal of Abnormal Psychology
Journal of Adolescence
Journal of Applied Development Psychology
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Child Psychology & Psychiatry & Allied Disciplines
Journal of Clinical Psychology
Journal of Early Adolescence
Journal of General Psychology

Journal of Gerontological
Social Work
Journal of Gerontology
Journal of Humanistic Psychology
Journal of Marital & Family Therapy
Journal of Personality HDFM 2513 P01& P02 Childhood Disorders
Journal of Personality & Social Development
Journal of Personality & Social Psychology
Journal of Psychology
Journal of Research in Personality

Resources (Continued)

The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.

Journal of School Psychology
Journal of Social and Clinical Psychology
Journal of Social Psychology
Marriage & Family Review
Personality & Social Psychology Bulletin
Psychological Bulletin
Psychological Reports
Psychological Review
Psychology in the Schools
Psychology of Women
Psychology of Women Quarterly
Psychology Today
Research on Aging
School Psychology
Review Sex Roles

University Rules and Procedures

Disability statement (See Student Handbook):

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and

submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them.

******Requirement for dress attire in Mrs. Morgan-Bloom's classes: Males and females will be required to remove their caps and hats; absolutely no "Doo-Rags" allowed in the classroom setting, no pajamas, no head rags, Please!**

Males and females are required to wear their pants above their buttocks, Females are asked to cover themselves up top and below. No exceptions!

Before students enter the classroom: turn off your cell phones, iPods, iPads, and other electronic devices. During exams no cell phone or electronic devices, this includes "earphones", allowed in the classroom. Please!!

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.