

**Module Title: Child development**

**Module Code: ECCE\_M1031**

**ECTS: 24**

**Course Title: Child Psychopathology**

**Course Code: ECCE2035**

**ECTS: 5**

## **COURSE DESCRIPTION**

This advanced child psychopathology course study about mental disorders that arises in childhood and adolescence scientifically. It is a critical examination of child and adolescent psychopathology, focusing on assessment, diagnosis, etiology and treatment. The course reviews difficulties ranging from mild and transient difficulties to serious and chronic developmental and non developmental disorders. The course will also involve critical analysis of case studies of children experiencing a wide variety of difficulties. These examinations will, in turn, introduce tactics for intervention.

Child psychopathologists concentrate on developmental process. Thus the field of child psychopathology is intertwined with the field of developmental psychopathology, which is the study of the origins and lifespan development of psychopathology. The dynamic research and interventions in these fields are concerned with cognitive, emotional, and behavioral development in psychosocial contexts, focused on transitions in family, school, community, and culture. Perspectives from developmental child psychopathology in this course are concerned with situations and dynamics in child development that contribute to disorder, risk, vulnerability, protective factors, and resilience. Specific disorders to be reviewed include: attention-deficit/hyperactivity disorder, conduct disorder and other disruptive behavior disorders, autism, anxiety disorders of childhood, affective (mood) disorders, substance use disorders, and eating disorders. Child psychopathology course will be delivered with practical attachment in mental health service settings like Joy Autism center....as a partial fulfillment of the course. Hence, its experience is an opportunity for students to apply concepts learned in the classroom to real-life children scenarios and demonstrates students' ability to perform in a professional setting.

## **COURSE OBJECTIVE**

**At the end of the course, students will be able to:**

- Develop an understanding about concepts and definitions of child psychopathology
- Understand the historical development child psychopathology
- Review all basic areas and diagnoses in the field of child psychopathology.
- Intensive review of symptomatology and diagnosis in all areas of child psychopathology.
- Examine the epidemiology, Familial Pattern, Course, Specific Culture and Gender Features of each mental disorder in children
- Assess the causes of each children's mental disorder from the view point of heredity and/or environment
- Know how clinically assess children's abnormal behavior
- Assist students in case study, diagnosis and case formulation for treatment planning
- Introduce intervention for all major children's abnormal behaviors
- Relate each disorder from different dimensions in relation to the objective realities of Ethiopia. (i.e., prevalence, nature, attitude of the society etc)
- Comment on the medical, psychiatric and/or psychological services to the children who are mentally ill in Ethiopia
- Examine more appropriate models of treatment for children with abnormal behavior.
- Promote child psychopathology as an enriching area of research and practice.

**In the practical work, students will be expected to:**

- Ψ Demonstrate the ability to establish and maintain a helpful and supportive counseling/therapeutic relationship.
- Ψ Demonstrate conceptualizing skills: the ability to identify children concerns, goals, self defeating behaviors, problems as well as strengths.
- Ψ Demonstrate intervention skills: the ability to identify, develop and apply various counseling skills, techniques and theoretical approaches.
- Ψ Demonstrate personalization skills: the ability to identify personal style and philosophy of counseling, adapt theories and techniques.
- Ψ Display enthusiasm and commitment to the counseling profession.

**Chapter One: The Foundations of Child Psychopathology**

- 1.1 Definition and nature of Child Psychopathology
- 1.2 History of Child Psychopathology
  - 1.2.1 Foundations and early history of Child Psychopathology
  - 1.2.2 Recent history of Child Psychopathology
- 1.3 Activities and employment settings of Child Psychopathology
- 1.4 Common areas of specialization in Child Psychopathology
- 1.5 Ethical Issues in Child Psychopathology
- 1.6 Research methods in Child Psychopathology

## **Chapter two: Theoretical Paradigms in Psychopathology in approaching and treating Abnormality**

- 2.1 Biological Model
- 2.2 Psychoanalytic Model
- 2.3 Humanistic Model
- 2.4 Behavioral Model
- 2.5 Cognitive Model
- 2.5 socio-cultural Model

## **Chapter Three: Assessment in Child Psychopathology**

- 3.1 Definition of clinical and psychological assessment for children
- 3.2 The Importance of assessment in Child Psychopathology
- 3.3 Steps in the Assessment Process
- 3.4 Case Analysis in Child Psychopathology
- 3.5 Clinical Interview
  - 3.5.1 Types of interview
  - 3.5.2 Potential threats to effective interview
- 3.6 Clinical Observation
  - 3.6.1 Behavioral observations
  - 3.6.2 Naturalistic observation
  - 3.6.3 Controlled observations
  - 3.6.4 Checklist and inventories
- 3.7 **Cognitive and Personality assessment in Child Psychopathology**

- 3.7.1. The concept of intelligence
- 3.7.2 Types of Intelligence testing
  - 3.1.2.1 Individual Intelligence
  - 3.1.2.2 Group intelligence
- 3.7.3** Personality testing
  - 3.1.3.1 Objective testing
  - 3.1.3.2 Projective testing
- 3.7.4 Neuropsychological Assessment
- 3.7.5 Clinical judgment
- 3.7.6** Communicating assessment results

## **Chapter Four: Diagnosis and Classification and Case Formulation in Child Psychopathology**

- 4.1. Importance of Diagnosis
- 4.2. Classification systems
- 4.3 Case Formulation
  - 4.3.1 The meaning of Case Formulation
  - 4.3.2 Purpose, Principles and Characteristics of Case Formulation in children with mental disorders
- 4.4. What is Mental Illness?
  - 4.4.1 Causal attribution for the cause and treatment of mental illness in Ethiopia

## **Chapter Five: BEHAVIOR DISORDERS**

- 5.1 Attentions-Deficit/Hyperactivity Disorder
- 5.1 Disruptive Behaviour Disorders
  - 5.1.1 Conduct Disorder
  - 5.1.2 Oppositional Defiant Disorders
- 5.3 Causes of Behavioral Disorders
  - 5.3.1 Biological causes of Behavioral Disorders
  - 5.3.2 Psychological causes of Behavioral Disorders
  - 5.3.3 Social causes of Behavioral Disorders
- 5.4 Epidemiology of Behavioral Disorders

5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Behavioral Disorders

5.6 Treatment of Behavioral Disorders

5.6.1 Biological Treatment of Behavioral Disorders

5.6.2 Psychological Treatment of Behavioral Disorders

5.6.3 Social Treatment of Behavioral Disorders

## **Chapter Six: EMOTIONAL AND SOCIAL DISORDERS**

6.1 Childhood Mood Disorders

6.2 Childhood Anxiety Disorders

6.3 Childhood Posttraumatic Stress Disorder

6.4 Social Withdrawal in Childhood

6.5 Causes of Emotional and Social Disorders

5.3.1 Biological causes of Emotional and Social Disorders

5.3.2 Psychological causes of Emotional and Social Disorders

5.3.3 Social causes of Emotional and Social Disorders

5.4 Epidemiology of Emotional and Social Disorders

5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Emotional and Social Disorders

5.6 Treatment of Emotional and Social Disorders

5.6.1 Biological Treatment of Emotional and Social Disorders

5.6.2 Psychological Treatment of Emotional and Social Disorders

5.6.3 Social Treatment of Emotional and Social Disorders

## **Chapter Seven: DEVELOPMENTAL AND LEARNING DISORDERS**

7.1 Autistic Disorder

7.2 Rett's Disorder

7.3 Asperger syndrome

7.4 Childhood Disintegrating disorder

7.5 Childhood-Onset Schizophrenia

7.6 Mental Retardation (Intellectual Disabilities)

7.7 Learning Disabilities

## 7.8 Causes of Developmental and Learning Disorders

### 5.3.1 Biological causes of Developmental and Learning Disorders

### 5.3.2 Psychological causes of Developmental and Learning Disorders

### 5.3.3 Social causes of Developmental and Learning Disorders

## 5.4 Epidemiology of Developmental and Learning Disorders

## 5.5 Specific Culture, Age, and Gender Features, Familial Pattern and Course of Developmental and Learning Disorders

## 5.6 Treatment of Developmental and Learning Disorders

### 5.6.1 Biological Treatment of Developmental and Learning Disorders

### 5.6.2 Psychological Treatment of Developmental and Learning Disorders

### 5.6.3 Social Treatment of developmental and learning disorders

## **Chapter Eight: INFANTS AND CHILDREN AT RISK FOR DISORDER**

## 8.1 Disorder and Risk for Disorder during Infancy and Toddlerhood

## 8.2 Child Maltreatment

### 8.2.1 Physical Abuse

### 8.2.2 Emotional Abuse

### 8.2.3 Sexual Abuse

## **Chapter Nine: EATING AND HEALTH-RELATED DISORDERS**

## **9.1 Eating Disorders**

### 9.1.1 Anorexia Nervosa

### 9.1.2 Bulimia Nervosa

## **9.2 Health-Related Disorders**

### 9.2.1 Nutrition-Related Problems

#### 9.2.1.1 Food intake problems

##### 9.2.1.1.1 Obesity

##### 9.2.1.1.2 Phenylketonuria (PKU),

##### 9.2.1.1.3 Cystic fibrosis

#### 9.2.1.2 Elimination Disorders

##### 9.2.1.2.1 Enuresis

##### 9.2.1.2.2 Encopresis

9.2.2 Medical problems with a primarily psychosocial etiology

9.2.2.1 Sleep Disorders

9.2.2.2 Somatoform Disorders

9.2.3 Disorders with Minor Disease-Related Pain but Life-Threatening Potential

9.2.3.1 Children with Diabetes Mellitus,

9.2.3.2 Children with Epilepsy

9.2.3.3 Children with Asthma

9.2.3.4 Childhood Cancer

9.2.3.5 Children with HIV/AIDS

## **1. COURSE LOGISTICS**

Class location, duration and meeting hours of the course will be arranged based on the schedule prepared by the department. Change will be announced in class.

## **2. COURSE ASSESSMENT**

### **8.1 Individual and Group Assignment**

Requirements and modes of evaluation will be stated and communicated to students in the class. For the purpose of students' advancement for the course, the assessment will include practical internship, case formulation and group assignment. Let's see in-depth as follow

**8.1.1 Practice:** Students are required to work for 40 total hours in a setting approved by their respective & course coordinator & supervisor. The on-site supervisor will complete evaluations of the student at the midterm and final week of the practical internship sessions. During students' internship at Joy Autism center, students are expected to analyze one case formulation starting from initial consultation up to Treatment plan. Therefore, Case Formulation will be an individual assignment.

**8.1.2 Case Presentation:** Students are required to conduct one case conceptualization with presentation to be held in the class. The presentation should consist of an overview of the case, including relevant demographic information, presenting problems, diagnosis, course of intervention, and follow-ups. Ideally, the case presentation will result in an active discussion

among those in attendance. Plan to spend 20 minutes on this presentation. This will be weighted

15%.

**8.1.3 Group Assignment:** students are expected to review various mental disorders in children with their group members. Students are expected to submit the assignment as scheduled. But failing to do so result on total deduction of what is allotted. This also will be weighted 15%.

## **8.2 Examination**

As part of continuous assessment, there will be one quiz, two midterm exam and a final examination. Exams will consist of objective and subjective questions that will be taken from class lecture and reading assignment. Students are expected to take exams as scheduled. Students who miss the two exams will not be given make up exams except those with permitted under extenuating circumstances. Make up exams must be taken as soon as possible after the scheduled exam date. Bear in mind that cheating or any attempt to cheat will at least nullify your result in the specified exam.

To sum up, the course will be summarized through the following table as follow.

## **3. COURSE POLICIES**

- ✓ Students are expected to attend class and arrive on time. A student who missed 20% of the class in the course would be deleted from the list of students who take the course. Thus under extenuating circumstances, students need to secure permission from the course instructor.
- ✓ Student participation and discussion are encouraged and expected in this course. Students will collect resource materials on disorders, and make presentations on the current state of knowledge of these disorders. The course will include much case study.
- ✓ Missing individual meetings will result in deduction of points.
- ✓ Students are responsible for coping materials, submitting the assignment on time and the consequence of any cheating attempt on exams.
- ✓ Please, set your cell phones to vibrate or silent.

## **4. REQUIRED TEXT –BOOKS AND MATERIALS**



➤ Cathryn A. Galanter, & Peter S. Jensen (2009) DSM-IV-TR Casebook and Treatment Guide for

Child Mental Health American Psychiatric Publishing, Inc. New York, United States of America

➤ Dante Cicchetti & Donald J. Cohen (2006) Developmental Psychopathology: Theory and Method

(2nd edition) John Wiley & Sons, Inc. Hoboken, New Jersey.

➤ Eric J. Mash & Russell A. Barkley (2003) Child Psychopathology (2<sup>nd</sup> edition) The Guilford Press, New York, United States of America

➤ Linda W. (2005) Essentials of Child Psychopathology: John Wiley & Sons, Inc. Hoboken, New

Jersey.

➤ Randy W. Kamphaus & Jonathan M. Campbell (2006) Psychodiagnostic Assessment of Children

Dimensional and Categorical Approaches: John Wiley & Sons, Inc., Hoboken, New Jersey.

➤ Robert J. Weis (2013) Introduction to Abnormal Child and Adolescent Psychology (2<sup>nd</sup>), SAGE Publications, ISBN-13: 978-1452225258