Purpose: This seminar course will address current issues relevant to an understanding of child and adolescent psychopathology. By virtue of extensive reading, seminar discussion, and the preparation of integration papers, students will become familiar with the symptom characteristics, assessment and treatment protocols, and research issues pertaining to the most common mental health problems found in child and adolescent populations.

Learning experiences will be provided by completion of the following course requirements:

A. Integration Papers. Each student will be expected to prepare 13 integration papers and one manuscript evaluation. The integration paper, not to exceed three double-spaced pages, shall portray one’s critical integration of the journal articles assigned for that week. As such, each paper should include (1) attempts to relate the current reading to previous readings and relevant theoretical issues, (2) critical discussion of methodology, results, and interpretation of empirical studies, (3) implications for practice, either in terms of assessment or intervention, and (4) new insight gained from the readings. These papers should not simply represent a summary of the assigned readings, nor an affective reaction to the pieces (e.g., “I liked this article because I found it interesting”). Instead, they should be critical, evaluative, and integrative.

The manuscript evaluation (due November 7th) should be written as if you have been selected to serve as ad hoc reviewer for this submission (specific details will be provided in class). These 13 integration papers, evaluated in terms of substance and scholarship, will contribute 40% to the final grade.

B. Research Proposal. The research proposal will represent a prospectus for a feasible investigation designed to further one’s understanding of child psychopathology. The format should reflect the front portion of a manuscript submitted for publication (i.e., Title page, Abstract, Introduction, Method, plus References). The proposed investigation will be orally presented to the class at the end of the semester, and a written version must be submitted no later than 12:00 PM Monday, December 2, 2013. Please note: You must receive approval of your topic no later than October 24, 2013. The written research proposal will contribute 40% to the final grade.

C. Class Participation. Seminar participation will include one’s shared reaction to the assigned readings of that week, responses to other students’ reactions, general class discussion, and questions and comments during research proposal presentations. Class participation will be evaluated following each class session in terms of substance, sophistication, and scholarship, and will contribute 20% to the final grade.
SCHEDULE AND ASSIGNMENTS – FALL, 2013

• 8/22: Orientation & Instructor’s Presentation


• 8/29: General Issues in Child and Developmental Psychopathology (Week 01)


• 9/05: Classification and Assessment (Week 02)


• 9/12: *Assessment II* (Week 03)


• 9/19: Peer Relations (Week 04)


**9/26: Parenting and Family Factors (Week 05)**


**10/03: Oppositional-defiant and Conduct Disorders (Week 06)**


**10/10: Attention-deficit/Hyperactivity Disorder (Week 07)**


• 10/17: *Attention-deficit/Hyperactivity Disorder II* (Week 08)


**10/24: Depression (Week 09)**


**10/31: Anxiety Disorders (Week 10)**


• Prepare written manuscript evaluation of treatment study for next class •

• 11/07: Intervention Issues (Week 11)


**• 11/14: Intervention Issues II (Week 12)**


**• 11/21: Intervention Issues III (Week 13)**


• 11/21: Thanksgiving vacation
• 12/05: Research proposal presentations
• TBA: Research proposal presentations

*NB:* Any student seeking a reasonable accommodation for a documented disability should contact the ISU Office of Disability Concerns, 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).