



EAST TEXAS A&M

PSY 513-01W: Child Psychopathology

COURSE SYLLABUS: Summer I 2025

Instructor: Dr. Andryce Clinkscales

Office Location: Virtual

Office Hours: By appointment

University Email Address: Andryce.Clinkscales@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Within 48 hours, except for weekends and holidays.

COURSE INFORMATION

Course Description: This course offers a broad introduction to the most frequently observed psychological disorders in children and adolescents. It focuses on developing an understanding of key conceptual frameworks, research findings, and clinical considerations relevant to youth mental health. Students will explore a range of influences on the development and presentation of disorders, including genetic predispositions, family dynamics, social contexts, psychodynamic theories, and cultural factors. The course includes training in using the DSM-5 for case conceptualization. In addition, students will enhance their professional communication skills through writing assignments and a presentation. Treatment approaches and interventions are briefly discussed in readings and class activities.

There is a required textbook for the class (see below), which can be accessed online through the Velma K. Waters library. This is a three credit-hour graduate level course. As such, it demands a considerable amount of work on your part. The format of this course will be online asynchronous with weekly readings and activities. The purpose of these readings is to better understand (1) the current state of knowledge regarding the causes and contributing factors of childhood disorders and (2) the diagnostic challenges involved in identifying and describing these conditions. These readings will be available on D2L. Additionally, there are no lectures. Students will also complete two case conceptualization papers, a reaction paper, and a final project. You are welcome to work ahead in this course and complete readings/assignments earlier rather than later.

Required Text:

The DSM-5 TR is available to access online for free from the ETAMU Velma K. Waters library. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787>.

COURSE REQUIREMENTS

Grading:

Assignment	Points
Case Conceptualization Paper #1	15
Case Conceptualization Paper #2	15
Reaction Paper and Reflection	30
Final Project	40
Total Points Possible	100

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Course Requirements and Assignments:

- Case Conceptualization Papers (2):** Students will write two short papers during this class. Students will be asked to read a case vignette and write a 3-4-page paper including presenting problem(s), proposed diagnosis(es), case conceptualization (which should include cultural considerations), and research on the etiology of the primary diagnosis (based on assigned readings and course material). Additional details will be provided. **Due Friday, 6/13 & 6/27, by 11:59 pm on D2L.**
- Memoir Reaction Paper & Reflection:** Students will select a memoir to read reflecting an adolescent's lived experience with mental health challenges. Students will provide a "reaction paper" (about 1000 words) on a discussion board on D2L. Students should be prepared to address written comments from the class following the posting of their reaction paper/discussion post. Students will then write a 2-page reflection essay regarding their selected memoir. Reaction papers/discussion posts are **due by Friday, 6/20 (by 11:59pm).** You must reply to **two** of your peers' posts by **Sunday, 6/22 (by 11:59pm).**
- Final Project:** The final project will be **due Wednesday, July 2nd by 11:59 pm on D2L.** Your product can take many forms (e.g., a comprehensive paper, presentation, website, or multi-media project depending on your preferences) but should show substance and depth of critical and analytical thinking about the topic. You will select a mental health topic (e.g., dealing with trauma). Your product should include a 2-page executive summary that is written in a style appropriate for families, clinicians and/or other mental health providers and conform to APA formatting. The executive summary should clearly address the following:

- a. a definition of the population, need, and/or issue;
- b. why it is relevant to the topic of child psychopathology;
- c. current empirical and theoretical information summarized in a way that is easily understood by a non-academic audience;
- d. how addressing this issue is aligned with the mission of the American Psychological Association;
- e. and specific resources/roadmap in supporting a child or adolescent in the chosen area.

The final project will be evaluated based on:

- a. depth and quality of analysis - your project should reveal a critical, analytical understanding of the topic you're addressing. You may use web-based sources, but be sure to critique their quality. ETAMU provides support for you to conduct and locate information in the research literature about your topic.
- b. grounding in the research evidence or theoretical perspective pertinent to your topic.
- c. clarity of how families, clinicians and/or other mental health providers can use this product/resource.

Potential options for the final project:

- *A paper/packet on suggested "best practices" for symptom management for specific types of childhood problems:* For example, what are recommended symptom management practices for children with Attention-Deficit/Hyperactivity Disorder? for children with Autism? You should thoroughly review the research literature on this topic and generate one of two types of products: (1) an 8-10-page scholarly literature review in APA style or (2) a packet of materials for parents/caregivers including everything they would need to implement at least 5 specific evidence-based practices (e.g., a brief description of the practice and a rationale for why you recommend it (i.e., what is the evidence-base upon which you recommend it), directions on how to implement it, any forms that might be necessary, and a plan for how you will evaluate how it is working).
- *A treatment plan for a psychological condition:* For instance, How will clinicians go about treating the needs of a child with Generalized Anxiety Disorder? Include a discussion of why you have chosen certain treatment elements and propose a plan that includes at least 5 aspects of symptom management (for example, psychoeducation about de-escalation strategies, medication considerations, etc.). Be sure to provide a rationale for why you propose what you do using "best practices" and class or other readings.
- *A paper/packet on suggested "best practices" for assessment for a clinical diagnosis of one type of mental health issue:* For example, what are best practices for assessing for and identifying Neurodevelopmental Disorders in children? You should thoroughly review the research literature on this topic and generate one of two types of products: (1) an 8–10-page scholarly literature review in APA style or (2) a packet of materials for clinicians including everything they would need to administer and consider in order to diagnose the disorder (e.g., a brief description of the diagnostic criteria, etiology, and a description of cultural considerations).

- A PowerPoint presentation including a video of you presenting information about a psychological condition covered in the course (this presentation should be geared toward parents): For example, you could delve into OCD and describe to a “parent” what symptoms their child may present with, how they can manage these symptoms in the home, the trajectory/prognosis of those with this disorder, etc. The presentation should last 10-15 minutes.
- *You may propose a different project idea if it is not listed above. However, this proposed format will need to be approved by the instructor first.*

PLEASE NOTE - your project should be about mental health issues for children and adolescents with a specific problem, including aspects of the psychological condition/disorder itself. These should focus on (a) identification of a childhood disorder and/or (b) enhancing children's adaptation to the home and/or school environment using evidence-based practices; you may also choose to focus on individual or family-based therapeutic strategies.

COURSE OUTLINE/CALENDAR

*****This is a general guideline for our readings, so some readings may be removed*****

Week	Topics and Readings	Assignment
1	<p><u>Course Overview</u></p> <p><u>Introduction to Diagnosis:</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Introduction” <p><u>Developmental Psychopathology:</u></p> <ul style="list-style-type: none"> • Hinshaw, S. P. (2017). Developmental psychopathology as a scientific discipline: Relevance to behavioral and emotional disorders of childhood and adolescence. In T. P. Beauchaine & S. P. Hinshaw (Eds.), <i>Child and adolescent psychopathology, Chapter 1</i> (pp. 28–48). John Wiley & Sons, Inc. • Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. <i>American Psychologist</i>, 47, 373-388. <p><u>Case Conceptualization and Underlying Processes - Developmental Trajectories, Emotion Regulation & Attachment</u></p> <ul style="list-style-type: none"> • Eells, T. and Lombart, K. (2011). Theoretical and Evidence-Based Approaches to Case Formulation. In <i>Forensic Case Formulation</i>. 	

2	<p><u>Cultural Influences, Vulnerability, Risk & Resilience:</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Culture and Psychiatric Diagnosis” • Choudhry, F.R., Mani, V., Ming, L.C., & Mehmood, T. (2016). Beliefs and perception about mental health issues: A meta-synthesis. <i>Neuropsychiatric Disease and Treatment</i>. • Moleiro, C. (2018). Culture and Psychopathology: New Perspectives on Research, Practice, and Clinical Training in a Globalized World. <i>Frontiers in Psychology</i>, 9. • Barry, E. (2024). Are we talking too much about mental health? <i>NY Times</i>. <p><u>Maltreatment, Abuse/Neglect, & Trauma:</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Trauma- and Stressor-Related Disorders” • Patel, A. and Hall, B. (2021). Beyond the DSM-5 Diagnoses: A Cross-Cultural Approach to Assessing Trauma Reactions. • Beard, J. W. (2014). Adolescents and Child Maltreatment, <i>NASN School Nurse</i>. 	<p>Case Conceptualization Paper #1</p>
3	<p><u>Neurodevelopmental Disorders (Autism Spectrum Disorder):</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Neurodevelopmental Disorders” • Aylward, B. S., Gal-Szabo, D. E., & Taraman, S. (2021). Racial, ethnic, and sociodemographic disparities in diagnosis of children with Autism Spectrum Disorder. <i>Journal of Developmental & Behavioral Pediatrics</i>, 42(8), 682–689. • Podcast: 91 Neuropsych Bite: Clinical Case 7 (Pediatric, Autism) – With Dr. Kira Armstrong. • Dwyer, P. (2022). Stigma, incommensurability, or both? Pathology-first, person-first, and identity-first language and the challenges of discourse in divided autism communities. <i>Journal of Developmental & Behavioral Pediatrics</i>, 43(2), 111-113. <p><u>Neurodevelopmental Disorders (ADHD):</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Neurodevelopmental Disorders” • Wolraich, M. L., et al. (2019). Clinical practice guideline for the diagnosis, evaluation, and treatment of Attention-Deficit/Hyperactivity Disorder in children and adolescents. <i>Pediatrics</i>, 144(4). • Evans, S. W., Owens, J. S., Wymbs, B. T., & Ray, R. (2018). Evidence-based psychosocial treatments for children and adolescents with Attention Deficit/Hyperactivity Disorder. <i>Journal of Clinical Child & Adolescent Psychology</i>, 47, 157-198. 	<p>Memoir Reaction Paper and Reflection</p>

	<ul style="list-style-type: none"> Moody, M. (2016). From Under-Diagnoses to Over-Representation: Black Children, ADHD, and the School-To-Prison Pipeline. <i>Journal of African American Studies</i>, 20(2), 152–163. 	
4	<p><u>Neurodevelopmental Disorders (ID & LD):</u></p> <ul style="list-style-type: none"> DSM-5-TR Appropriate Sections Patel, D. R., Cabral, M. D., Ho, A., & Merrick, J. (2020). A clinical primer on intellectual disability. <i>Translational Pediatrics</i>, 9 (Suppl 1), S23–S35. Cornoldi, C., Giofrè, D., Orsini, A., Pezzuti, L. (2014). Differences in the intellectual profile of children with intellectual vs. learning disability. <i>Research in Developmental Disabilities</i>, 35(9), 2224-2230. <p><u>Depressive Disorders & Bipolar Disorder:</u></p> <ul style="list-style-type: none"> DSM-5-TR Section “Depressive Disorders” and “Bipolar Disorders” Thapar, A., Eyre, O., Patel, V., & Brent, D. (2022). Depression in young people. <i>The Lancet</i>, 400(10352), 617-631. Moyer (2021). Suicide rates rise in a generation of Black youth. <i>Scientific American</i>. <p><u>Anxiety Disorders:</u></p> <ul style="list-style-type: none"> DSM-5-TR Section “Anxiety Disorders” Esbjörn, B. H., Bender, P. K., Reinholdt-Dunne, M. L., Munck, L. A., & Ollendick, T. H. (2012). The development of anxiety disorders: Considering the contributions of attachment and emotion regulation. <i>Clinical Child & Family Psychology Review</i>, 15, 129-143. Lewis, K. M., Byrd, D. A., & Ollendick, T. H. (2012). Anxiety symptoms in African-American and Caucasian youth: Relations to negative life events, social support, and coping. <i>Journal of Anxiety Disorders</i>, 26(1), 32–39. If You Are An Anxious Parent, Are Your Kids Doomed? Podcast with Lynn Lyons. 	Case Conceptualization Paper #2
5	<p><u>Disruptive, Impulse-Control, & Conduct Disorders:</u></p> <ul style="list-style-type: none"> DSM-5-TR Section “Disruptive, Impulse-Control, and Conduct Disorders” Burke, J. D., Rowe, R., & Boylan, K. (2014). Functional outcomes of child and adolescent oppositional defiant disorder symptoms in young adult men. <i>Journal of Child Psychology and Psychiatry</i>, 55, 264-272. Frick, P. J. (2016). Current research on conduct disorder in children and adolescents. <i>South African Journal of Psychology</i>, 46, 160-174. 	Final Project

	<p><u>OCD & Tic Disorders:</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Obsessive-Compulsive and Related Disorders” and “Tic Disorders” section under “Neurodevelopmental Disorders” • McGuire, J. F., Piacentini, J., Brennan, E. A., Lewin, A. B., Murphy, T. K., Small, B. J., & Storch, E. A. (2014). A meta-analysis of behavior therapy for Tourette Syndrome. <i>Journal of Psychiatric Research</i>, 50, 106-112. <p><u>Substance-Related Disorders:</u></p> <ul style="list-style-type: none"> • DSM-5-TR Section “Substance-Related and Addictive Disorders” • Harrop, E. & Catalano, R. F. (2016). Evidence-based prevention for adolescent substance use. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 25, 387-410. • Passetti, L. L. Godley, M. D. & Kaminer, Y. (2016). Continuing care for adolescents in treatment for substance use disorders. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 25, 669-684. 	
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****This syllabus and schedule are subject to change.***

TECHNOLOGY REQUIREMENTS

You will need your campus-wide ID (CWID) and password to log into the course on myLeo Online. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Please feel welcome to contact me at any time via University email. I would be happy to set up an appointment to meet via Zoom. All email should receive a response within 48 hours. If you have not received a response, then assume your email did not go through and please re-send the email. All email should include student's last name, first name, course name and brief description of the reason for contact.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Student Behavior:

My expectations in this area should be very simple to meet. (1) Please be respectful of different opinions and approach our discussions with professionalism, which will require all of you to be sensitive in responses to one another. Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and always maintain a mature and professional manner. Failure to do so will result in your dismissal from the course. (2) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It is simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage), use AI to complete written work, or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

Changes to Class:

Minor changes may be made to this class schedule; modifications will be announced on myLeo Online.

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Please show respect for others when completing online activities. If you do not agree with their point of view, ask for clarification or offer alternative

viewpoints. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at ETAMU. Students engaging in unacceptable behavior will be dismissed from the class and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education and/or Dean's Office).

Class Participation. All students **MUST** actively participate in online discussions and class activities to fully gain knowledge and build competence. In addition, students are expected to have all readings and activities required for the class completed.

E-mail and myLEO Online (D2L Brightspace). All Students should activate and regularly check their Leo Mail and myLEO Online (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEO Online (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through D2L. I **WILL NOT** send communication about the class to personal email accounts.

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy

[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:

<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence (AI), Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services

Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.