

TRINE

UNIVERSITY

Course Syllabus

Course Title: Child and Adolescent Psychology

Term and Year:

Course and Section Number: PSY 353

Time and Place: Asynchronous, Online

Number of Credit Hours: 3

Instructor: TBD

Office Hours: TBD

Cell Phone: TBD

Email: TBD

Course Description: This course provides an in-depth look at normal development from infancy through adolescence and the development of various forms of psychopathology that typically emerge in each developmental period. Students will learn how development unfolds in different contexts and how development can go awry, resulting in psychopathology; additionally, students will examine academic literature on the etiology, sequelae and treatment of disorders and will wrestle with relevant ethical and other considerations related to psychopathology in children and adolescents.

Prerequisites: PSY 113 Principles of Psychology

Learning Outcomes: Upon completion of this course, the student should be able to:

1. Recognize what is normal from a psychological perspective during key developmental periods from infancy through adolescence. (LO1)
2. Identify ways in which normal development can go awry, resulting in psychological disorders, during key developmental periods. (LO2)
3. Analyze academic literature on psychopathology in key developmental periods. (LO3)
4. Evaluate pressing issues and ethical considerations related to instances of psychopathology. (LO4)

Required Text: A traditional textbook is not required. Open Educational Resources are used, including the following online [textbook](#), provided by Lumen Learning. **License:** [CC BY: Attribution](#)

References:

- Bartlett, J. (2014). Childhood-onset schizophrenia: what do we really know?. *Health Psychology and Behavioral Medicine: an Open Access Journal*, 2(1), 735-747.
- Birmaher, B., Williamson, D. E., Dahl, R. E., Axelson, D. A., Kaufman, J., Dorn, L. D., & Ryan, N. D. (2004). Clinical presentation and course of depression in youth: does onset in childhood differ from onset in adolescence?. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(1), 63-70.
- Brody, L. E., & Mills, C. J. (1997). Gifted children with learning disabilities: A review of the issues. *Journal of learning disabilities*, 30(3), 282-296.
- Corsello, C. M. (2005). Early intervention in autism. *Infants & young children*, 18(2), 74-85.

Davidson, M. (2017). Vaccination as a cause of autism—myths and controversies. *Dialogues in clinical neuroscience*, 19(4), 403-407.

Hildyard, K. L., & Wolfe, D. A. (2002). Child neglect: developmental issues and outcomes☆. *Child abuse & neglect*, 26(6-7), 679-695.

McCabe, R. E., Antony, M. M., Summerfeldt, L. J., Liss, A., & Swinson, R. P. (2003). Preliminary examination of the relationship between anxiety disorders in adults and self-reported history of teasing or bullying experiences. *Cognitive Behaviour Therapy*,

Miller, N. S., Oberbarnscheidt, T., & Gold, M. S. (2017). Marijuana addictive disorders and DSM-5 substance-related disorders. *Journal of Addiction Studies & Therapy*, 11, 2-8.

Remschmidt, H. E., Schulz, E., Martin, M., Warnke, A., & Trott, G. E. (1994). Childhood-onset schizophrenia: history of the concept and recent studies. *Schizophrenia bulletin*, 20(4), 727-745.

Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. *Child development*, 71(3), 684-689.

Other Materials: Additional materials will be made available in the Course Content section each week.

Course Requirements: Students are required to review all weekly course reading and supplemental materials, complete all assignments prior by the day and time they are due, contribute meaningfully to discussion forums and interact respectfully with peers, complete all written assignments following APA formatting requirements, and use and cite scholarly/academic sources. Students are expected to read all announcements, monitor grades, and communicate as soon as possible with the professor in the event of questions, concerns, extenuating circumstances and/or when accommodations are needed to complete assignments.

Attendance/Participation: All students are expected to log in to their courses regularly throughout the week to receive instruction, materials, and updates from the instructor. It is your responsibility to check in and submit your assignments, complete your discussion board postings, and finish quizzes and exams by the due dates.

If you do not participate in the course, you will be counted absent. Simply logging in is not enough; you must submit/complete an assignment, post to a discussion board, or other similar assignment tasks to avoid being counted absent. Instructors are required to submit attendance the Monday following each week of class.

This attendance is reported to the Financial Aid Department and may result in the loss of any financial aid refund you are expecting if you have not been participating in your courses. **In addition, you will be administratively dropped from the course if you are reported absent a total of three weeks.**

Students should log in to the course a minimum of three times each week and should plan to devote the same amount of time they would to a 16-week, 3 credit course that meets in person. As such, it is important to recognize that this 8-week will be time consuming and plan accordingly.

Grading/Evaluation:

The undergraduate course grading scale is as follows:

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| 90-100% A | 75-79% C+ | 60-64% D |
| 85-89% B+ | 70-74% C | 59% and below F |
| 80-84% B | 65-69% D+ | |

Assignments will be graded at regular intervals throughout the term and posted in the grade book on Moodle. See the course schedule for due dates/times for specific assignments. Late learning activities and quizzes will be accepted until Tuesday by 11:59 pm following the day they were due, with points deducted for each day they were late. Late discussion board posts will not be accepted, and no late work will be accepted in Week 8.

Other Policies:

Methods of Communication: The best/quickest way to communicate with the professor is via Trine email. Other forms of communication (e.g. Moodle chat messaging) may not receive as timely a response.

Written Assignments: All written assignments must be in your own words and must be formatted in APA style (7th edition). All written assignments must include both in-text citations and a properly formatted reference section.

Instructor Expectations: The instructor reserves the right to change or modify course materials or deadlines in response to student feedback or unforeseen circumstances (e.g. technical difficulties, emergencies, etc.) The instructor requests that students allow 48 hours to respond to student emails, although every effort will be made to respond more quickly. In addition to posted office hours, the instructor will be available by appointment to discuss student concerns, questions, feedback, etc. via phone or Zoom meeting.

Student Expectations: Students are expected to review the syllabus, course schedule, grading rubrics, assignment expectations and announcements, and to complete work thoroughly, thoughtfully and on time. It is the student's responsibility to communicate with the instructor prior to due dates when extenuating circumstances occur and to ask questions or seek feedback when a concept or expectation is not understood. Students are encouraged to keep a copy of all assignments and discussion board posts until the end of the term and to monitor grades and assignment completion regularly throughout the term. If you email me a picture of a sloth at any point during the semester you will receive up to 3 additional points on your lowest grade. Note that this course does not include lectures and is self-directed in many ways; as such, it requires more independence than a traditional, seated course.

Academic Misconduct:

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

Plagiarism:

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Electronic Devices:

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

Additional Information: Additional information will be communicated via weekly announcements through the Moodle site.

Course Mapping:

| Week and Title | Weekly Learning Outcome Alignment | Learning Activities and Materials (LO alignment) | Assessments (LO alignment) |
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| Week One: Introduction/Infancy and Toddlerhood 1 | LO1: Review key features of normal development in infancy and toddlerhood, including physical growth and brain development, motor and sensory development, nutrition, sleep and physical health. LO2: Identify ways normal development can go awry in infancy: Autism Spectrum Disorders (ASD) LO3: Analyze academic literature on ASD. LO4: Evaluate pressing issues and ethical considerations related to ASD. | Read: Why It Matters: Infancy (LO1) Introduction to Physical Growth and Development in Newborns and Toddlers (LO1) Physical Growth and Brain Development in Infancy (LO1) Motor and Sensory Development (LO1) Nutrition (LO1) Sleep and Health (LO1) Davidson, M. (2017). Vaccination as a cause of autism—myths and controversies. <i>Dialogues in clinical neuroscience</i> , 19(4), 403-407. (LO3) Corsello, C. M. (2005). Early intervention in autism. <i>Infants & young children</i> , 18(2), 74-85. (LO3) Watch: Wendy Chung TED Talk: What do we know about autism? (LO2, LO4) | Introduction DB Forum: <ul style="list-style-type: none">Introduce yourself: Tell us your name, year, major, why you're taking this course and what you hope to get out of it.(Optional) Goal setting: Did you know that drinking enough water can help ease symptoms of depression and anxiety, or that dehydration can trigger a panic attack? Did you know that research has found links between sleep and depression and screen time and the ability to focus? Check out the research cited in the links above or look into other research on daily habits and mental health. Small, consistent changes can make a big difference in the way we feel; for the second part of this post, think about what you want to do to support your mental health this term and set two goals to accomplish that – this could be drinking more, water, reducing screen time, setting a regular sleep schedule, |

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| | | <p>The World Needs All Kinds of Minds (LO2, LO4)</p> <p>Top 10 Inspirational People with Autism and Asperger Syndrome (LO2)</p> | <p>exercising, taking a break from social media, etc. In weeks 2 – 8, you can receive up to two points of extra credit for submitting a log documenting your progress toward each goal. You can use apps or websites to track your progress or create your own logs to complete throughout the term. (Logs must be submitted by Saturday at noon on weeks 2 – 8).</p> <p>Learning activity (LO2, LO4): Reflect on the videos you watched on ASD. In your reflection, include responses to the following questions:</p> <ol style="list-style-type: none"> 1. What preconceived notions do/did you have about people on the Autism Spectrum? 2. If someone asked you how ASD occur, what would you tell them? 3. Were you surprised by the talents and/or perspectives of the individuals diagnosed with ASD or Asperger's? Why or why not? 4. Some reports have claimed that autism is reaching an epidemic proportion. Wendy Chung's TED talk addresses this as well. What is your first thought about this statement? What are some important factors to consider when thinking critically about it? What are the implications for society? <p>Discuss (LO1, LO3, LO4): Discussion Board 1</p> <ul style="list-style-type: none"> • Read the following articles and develop a question for discussion based on them. |
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| | | | <p>Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial sentences, integrating concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources.</p> <p>Davidson, M. (2017). Vaccination as a cause of autism—myths and controversies. <i>Dialogues in clinical neuroscience</i>, 19(4), 403-407.</p> <p>Corsello, C. M. (2005). Early intervention in autism. <i>Infants & young children</i>, 18(2), 74-85.</p> |
| Week Two: Infancy and Toddlerhood 2 | <p>LO1: Review key features of normal development in infancy and toddlerhood, including cognitive and language development, moral reasoning, psychosocial development, and attachment.</p> <p>LO2: Identify ways normal development can go awry in infancy: Attachment Disorders and Oppositional Defiant Disorder (ODD).</p> <p>LO3: Analyze academic literature on Attachment Disorders and Oppositional Defiant Disorder.</p> <p>LO4: Evaluate pressing issues and ethical considerations related to</p> | <p>Read:</p> <p>Introduction to Cognitive Development in Infants and Toddlers (LO1)</p> <p>Cognitive Development (LO1)</p> <p>Language Development (LO1)</p> <p>Moral Reasoning in Infants (LO1)</p> <p>Introduction to Emotional and Social Development During Infancy (LO1)</p> <p>Emotional Development and Attachment (LO1)</p> <p>Psychosocial Development (LO1)</p> <p>Putting It Together: Infancy (LO1)</p> | <p>Quiz 1:</p> <p>Module 4: Infancy and Toddlerhood (LO1)</p> <p>Learning Activity (LO1, LO2, LO4): Hot Topic Infographic</p> <p>Step 1: Select an interesting, debatable topic from this module that you would like to learn more about. Do some background research, and then find at least two journal articles that provide more insight into that topic. You may also reference information from national organizations that focus on child development (American Academy of Pediatrics, UNICEF, etc.). Here are some topics that have been debated in recent times, although you may choose your own:</p> |

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| | <p>Attachment Disorders and ODD.</p> | <p>Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. <i>Child development</i>, 71(3), 684-689. (LO3)</p> <p>Review:</p> <p>Module 4 PowerPoints (LO1)</p> <p>Reactive Attachment Disorder (LO2)</p> <p>Oppositional Defiant Disorder (LO2)</p> <p>Watch:</p> <p>When Love Isn't Enough (Reactive Attachment Disorder) (LO4)</p> <p>Listen:</p> <p>The Struggle of Finding Help for "A Dangerous Son" (Oppositional Defiant Disorder) (LO4)</p> | <ul style="list-style-type: none"> • Breastfeeding • gender-neutral parenting • co-sleeping/attachment parenting • treatment options for attachment disorders/RAD and ODD <p>STEP 2: Pick out some interesting facts from your research. Think about some favorite insights, graphs, or charts. Your objective is to create an interesting visual (think: infographic) so that an outside observer could quickly learn at least <i>three new things</i> by looking at it. It must include at least two images (pictures, charts, and graphs all count as images) and some text. You can present both sides of the "debate" on your infographic (for example, the pros and cons of gender-neutral parenting), or you can focus on one side. Include your references in APA format either at the bottom of the visual or on a separate page, and make sure that the points you make are backed up by evidence.</p> <p>Discuss (LO3, LO4): Discussion Board 2</p> <ul style="list-style-type: none"> • After watching this week's video and listening to the podcast, read the following article and develop a question for discussion related to these topics. Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial sentences, integrating concepts you learned from the reading and other |
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| | | | <p>materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources.</p> <p>Waters, E., Merrick, S., Treboux, D., Crowell, J., & Albersheim, L. (2000). Attachment security in infancy and early adulthood: A twenty-year longitudinal study. <i>Child development</i>, 71(3), 684-689.</p> |
| Week Three: Early Childhood | <p>LO1: Review key features of normal development in early childhood, including physical development, growth and nutrition, cognitive development and language development, emotional and social development, self-concept, theories of early childhood development, gender, parenting and stress.</p> <p>LO2: Identify ways normal development can go awry in early childhood: ADD/ADHD, LD, family stress and child maltreatment.</p> <p>LO3: Analyze academic literature on ADD/ADHD, LD, family stress and child maltreatment.</p> <p>LO4: Evaluate pressing issues and ethical considerations related to ADD/ADHD, LD, family stress and child maltreatment.</p> | <p>Read:</p> <p>Why It Matters: Early Childhood (LO1)</p> <p>Introduction to Physical Development in Early Childhood (LO1)</p> <p>Growth and Nutrition in Early Childhood (LO1)</p> <p>Physical Development in Early Childhood (LO1)</p> <p>Introduction to Cognitive Development in Early Childhood (LO1)</p> <p>Piaget's Theory of Cognitive Development (LO1)</p> <p>Theory of Mind (LO1)</p> <p>Language Development in Early Childhood (LO1)</p> <p>Introduction to Emotional and Social Development in Early Childhood (LO1)</p> <p>Developing a Concept of Self (LO1)</p> <p>Psychodynamic and Psychosocial Theories of Early Childhood (LO1)</p> <p>Gender and Early Childhood (LO1)</p> | <p>Discuss (LO1, LO2, LO3, LO4): Discussion Board 3</p> <ul style="list-style-type: none"> Part 1: Complete the activity in the “What is it like to have a learning disability?” video and reflect on your experience – how did you feel during the activity? Have you ever thought about what it might be like to have a learning disability? (Or, if you are someone who learns differently, does this activity reflect your experience?) How do you think the experience of being a student differs between kids with and without learning disabilities? Did anything surprise you about the activity? Part 2: After completing the activity above and watching the Dear Teacher video and reading the following article and develop a question for discussion based on them. Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial |

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| | | <p>Family Life and Parenting Styles (LO1)</p> <p>Childhood Stress and Development (LO1)</p> <p>Putting It Together: Early Childhood (LO1)</p> <p>Developmental Disorders and Learning Disabilities (LO2)</p> <p>Learning and Intelligence (LO2)</p> <p>Brody, L. E., & Mills, C. J. (1997). Gifted children with learning disabilities: A review of the issues. <i>Journal of learning disabilities</i>, 30(3), 282-296. (LO3)</p> <p>Hildyard, K. L., & Wolfe, D. A. (2002). Child neglect: developmental issues and outcomes☆. <i>Child abuse & neglect</i>, 26(6-7), 679-695. (LO3)</p> <p>Review:</p> <p>Module 5 Powerpoints (LO1)</p> <p>Stress and Parenting during the Coronavirus Pandemic (LO2, LO4)</p> <p>Watch:</p> <p>Parenting Stress in the Pandemic (LO2, LO4)</p> <p>Dear Teacher: Heartfelt Advice for Teacher from Students (LO2, LO4)</p> <p>What is it like to have a learning disability? (LO2, LO4)</p> | <p>sentences, integrating concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources.</p> <p>Brody, L. E., & Mills, C. J. (1997). Gifted children with learning disabilities: A review of the issues. <i>Journal of learning disabilities</i>, 30(3), 282-296.</p> <p>Discuss (LO2, LO4): Discussion Board 4</p> <p>Reflect on the parenting in the pandemic video and data summary document and address the following questions: What stood out to you the most about the information on parenting in the pandemic? What aspects of parenting do you think would be the most effected? How could changes in parenting impact children's development? What are the long-term implications for children's development of the challenges parents are currently facing? What could parents do now to avoid problems later? (Or, what do parents need now to help them avoid problems?) (Make sure to back up your responses with evidence!) Your answer should be at least EIGHT substantial sentences, integrating concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources.</p> <p>Learning activity (LO3, LO4):</p> |
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| | | | <p>Read the article below and reflect on its findings by answering the following questions:</p> <ol style="list-style-type: none"> 1. Were you aware that child neglect, in particular, if the most common form of abuse, and that it can have the most serious effects on children? Does that surprise you? Why or why not? 2. Describe at least 3 things you learned or that surprised or stood out to you from the article. 3. Unfortunately, child abuse can be difficult to identify and hard to stop. What are some things to look out for if you are in a position of identifying potential abuse? How might you intervene if you suspect that a child is being abused? <p>Hildyard, K. L., & Wolfe, D. A. (2002). Child neglect: developmental issues and outcomes☆. Child abuse & neglect, 26(6-7), 679-695.</p> <p>Quiz 2:</p> <p>Module 5: Early Childhood (LO1)</p> |
| Week Four: Middle Childhood | <p>LO1: Review key features of normal development in middle childhood, including physical and cognitive development, emotional and social development, theories of development, moral development and stressors in middle childhood.</p> <p>LO2: Identify ways normal development can go awry in middle childhood:</p> | <p>Read:</p> <p>Why It Matters: Middle Childhood (LO1)</p> <p>Introduction to Physical Development in Middle Childhood (LO1)</p> <p>Physical Development in Middle Childhood (LO1)</p> <p>Introduction to Cognitive Development in Middle Childhood (LO1)</p> <p>Cognitive Development During Middle Childhood (LO1)</p> | <p>Learning Activity (LO1, LO2): Anti-Bullying Ad</p> <p>Research suggests that experiencing bullying can lead to anxiety disorders, including social phobias. (See the article below for more on this.) For this activity, you will look into ways to identify and address bullying to prevent its short and long-term consequences.</p> <p>McCabe, R. E., Antony, M. M., Summerfeldt, L. J., Liss, A., & Swinson, R. P. (2003). Preliminary examination of the relationship</p> |

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| | <p>anxiety and mood disorders.</p> <p>LO3: Analyze academic literature on anxiety and mood disorders.</p> <p>LO4: Evaluate pressing issues and ethical considerations related to anxiety and mood disorders.</p> | <p>Introduction to Emotional and Social Development in Middle Childhood (LO1)</p> <p>Psychodynamic and Psychosocial Theories of Middle Childhood (LO1)</p> <p>Moral Development (LO1)</p> <p>Stressors in Middle Childhood (LO1)</p> <p>Putting It Together: Middle Childhood (LO1)</p> <p>McCabe, R. E., Antony, M. M., Summerfeldt, L. J., Liss, A., & Swinson, R. P. (2003). Preliminary examination of the relationship between anxiety disorders in adults and self-reported history of teasing or bullying experiences. Cognitive Behaviour Therapy. (LO3)</p> <p>Birmaher, B., Williamson, D. E., Dahl, R. E., Axelson, D. A., Kaufman, J., Dorn, L. D., & Ryan, N. D. (2004). Clinical presentation and course of depression in youth: does onset in childhood differ from onset in adolescence?. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 43(1), 63-70. [LINK] (LO3)</p> <p>Review:</p> <p>Anxiety Disorders (PowerPoint) (LO2)</p> <p>Mood Disorders (PowerPoint) (LO2)</p> <p>Module 6 Powerpoints (LO1)</p> <p>Watch:</p> | <p>between anxiety disorders in adults and self-reported history of teasing or bullying experiences. Cognitive Behaviour Therapy.</p> <p>Step 1: Research an elementary school, either one that you attended growing up or one in your area. Visit websites such as greatschools.org, National Center for Education Statistics, or others to gather information about the demographics at the school. You may also find details on your chosen's schools website. Compile pertinent information regarding equity, racial and ethnic diversity, gender diversity, socioeconomic status, graduation rates, grades, poverty, disability, etc. to get a comprehensive understanding about the population at your selected school.</p> <p>Step 2: Conduct research on bullying. Read about current national or regional anti-bullying campaigns such as Stomp Out Bullying to get ideas. Find at least one outside resource to integrate into your infographic.</p> <p>Step 3: Create an anti-bullying advertisement or infographic for the elementary school that you researched. Pick out some of the details about the school's demographics, the information from the text, AND your chosen anti-bullying website to integrate into your work (NOTE: You do not have to summarize all of your research. Your objective is to create an interesting visual so that an outside observer could quickly learn at least <i>three new things</i> by looking at it.) The infographic must include at least 2 images (pictures, charts, and graphs all count as images) and some text. Include your references</p> |
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| | | <p>The OCD Project: Extreme Exposures (LO4)</p> <p>What is bipolar disorder? (LO4)</p> <p>A Day in the Life of Depression (LO4)</p> | <p>in APA format either at the bottom of the visual or on a separate page.</p> <p>Learning Activity (LO2, LO3): Step 1: Visit either the National Institute of Mental Health (NIMH) https://www.nimh.nih.gov/health/topics/index.shtml and search for a news article that addresses depression in different groups (e.g. men, adolescents, children, etc.) AND search for a research article on depression in the group you choose (such as those found by visiting the Journal of Research of NIST).</p> <p>Step 2: Summarize the selected article in at least 250 words, specifically explaining what the article mentions and any signs and symptoms specific to differences in depression. In addition to the summary, make sure to also address the following: Everyone feels sad from time to time. What is the difference between feeling sad and being depressed? Are the causes of “normal” sadness and depression the same? What are key signs you could look for in person who was experiencing depression? What are three specific ways you could support a family member or friend to recognize their symptoms and seek professional treatment? Include a link to the actual article in your response, as well as the citation in APA format.</p> <p>Discuss (LO3, LO4): Discussion Board 5</p> <ul style="list-style-type: none"> • Watch the OCD Project video and develop a question for discussion based on it. Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial sentences, integrating |
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| | | | <p>concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources.</p> <p>Discuss (LO3, LO4): Discussion Board 6</p> <ul style="list-style-type: none">• Watch the videos on Bipolar and MDD and read the following article. Develop a question for discussion based on them. Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial sentences, integrating concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources. <p>Birmaher, B., Williamson, D. E., Dahl, R. E., Axelson, D. A., Kaufman, J., Dorn, L. D., & Ryan, N. D. (2004). Clinical presentation and course of depression in youth: does onset in childhood differ from onset in adolescence?. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 43(1), 63-70. [LINK]</p> <p>Quiz 3:</p> <p>Module 6: Middle Childhood (LO1)</p> |
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| <p>Week Five: Adolescence 1</p> | <p>LO1: Review key features of normal development in adolescence, including physical development, brain development, health, cognitive development, school and moral reasoning.</p> <p>LO2: Identify ways normal development can go awry in adolescence: schizophrenia.</p> <p>LO3: Analyze academic literature on schizophrenia.</p> <p>LO4: Evaluate pressing issues and ethical considerations related to schizophrenia.</p> | <p>Read:</p> <p>Why It Matters: Adolescence (LO1)</p> <p>Introduction to Physical Growth and Development in Adolescence (LO1)</p> <p>Physical Development during Adolescence (LO1)</p> <p>Brain Development During Adolescence (LO1)</p> <p>Health During Adolescence (LO1)</p> <p>Introduction to Cognitive Development in Adolescence (LO1)</p> <p>Cognitive Development during Adolescence (LO1)</p> <p>School During Adolescence (LO1)</p> <p>Moral Reasoning During Adolescence (LO1)</p> <p>Remschmidt, H. E., Schulz, E., Martin, M., Warnke, A., & Trott, G. E. (1994). Childhood-onset schizophrenia: history of the concept and recent studies. <i>Schizophrenia bulletin</i>, 20(4), 727-745. (LO3)</p> <p>Bartlett, J. (2014). Childhood-onset schizophrenia: what do we really know?. <i>Health Psychology and Behavioral Medicine: an Open Access Journal</i>, 2(1), 735-747. (LO4)</p> <p>Watch:</p> <p>Simulated Schizophrenia (LO2)</p> <p>Inside the World of Childhood Schizophrenia (LO2)</p> | <p>Learning Activity: Powerpoint Presentation (LO1, LO2): You are the teacher! Create a PowerPoint presentation that describes typical development in adolescence, and highlight at least three aspects of typical development in adolescence (e.g. physical development, brain development, cognitive development, moral reasoning, etc.). Then, explain how each of those aspects of development could be impacted by early onset schizophrenia. The presentation should be at least 10 slides of content (plus title and reference slides) and must be backed up with evidence.</p> <p>Discuss (LO3, LO4): Discussion Board 7</p> <ul style="list-style-type: none"> Read the following article and watch the videos on schizophrenia. Develop a question for discussion based on those materials. Include with your question your attempt to answer the question you pose. Your answer should be at least EIGHT substantial sentences, integrating concepts you learned from the reading and other materials (include references). Show that you can think critically on the topic by integrating your own thoughts, analysis, or experiences, informed by at least 2 scholarly/academic sources. <p>Remschmidt, H. E., Schulz, E., Martin, M., Warnke, A., & Trott, G. E. (1994). Childhood-onset schizophrenia: history of the concept and recent</p> |
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| | | | <p>studies. <i>Schizophrenia bulletin</i>, 20(4), 727-745.</p> <p>Bartlett, J. (2014). Childhood-onset schizophrenia: what do we really know?. <i>Health Psychology and Behavioral Medicine: an Open Access Journal</i>, 2(1), 735-747.</p> |
| <p>Week Six: Adolescence 2/Wrapping Up</p> | <p>LO1: Review key features of normal development in adolescence, including emotional and social development, identity formation, social development, and behavioral and psychological adjustment.</p> <p>LO2: Identify ways normal development can go awry in adolescence: eating disorders and substance abuse.</p> <p>LO3: Analyze academic literature on eating disorders and substance abuse.</p> <p>LO4: Evaluate pressing issues and ethical considerations related to eating disorders and substance abuse.</p> | <p>Read:</p> <p>Introduction to Emotional and Social Development in Adolescence (LO1)</p> <p>Identity Formation (LO1)</p> <p>Social Development During Adolescence (LO1)</p> <p>Behavioral and Psychological Adjustment (LO1)</p> <p>Putting It Together: Adolescence (LO1)</p> <p>Miller, N. S., Oberbarnscheidt, T., & Gold, M. S. (2017). Marijuana addictive disorders and DSM-5 substance-related disorders. <i>Journal of Addiction Studies & Therapy</i>, 11, 2-8. (LO3, LO4)</p> <p>Review:</p> <p>Module 7 Powerpoints (LO1)</p> <p>DSM-5 Criteria for SUDs (LO2)</p> <p>What are eating disorders? (LO2)</p> <p>Watch:</p> <p>Substance Use and Abuse (LO2)</p> <p>How Drug and Alcohol Abuse Affect the Brain (LO2, LO4)</p> | <p>Quiz 4:</p> <p>Module 7: Adolescence (LO1)</p> <p>Learning activity (LO2, LO3, LO4): Choose one of the following questions to answer in APA style. Include at least 2 academic resources to support your response.</p> <ol style="list-style-type: none"> Many adolescents experiment with drugs or alcohol at some point in their lives, but not all of them develop a diagnosable disorder. Describe an example of someone who would be diagnosed with a substance use disorder, according to the DSM-5 criteria. What are some risk factors that would make an adolescent more likely to develop a substance use disorder? What can be done to reduce substance abuse in adolescents? (TW: eating disorders, anorexia, bulimia, binge eating disorder, body dysmorphia) Describe three different diagnoses of eating disorders and the characteristics associated with each. In what ways are the three similar? In what ways are they different? Eating disorders have a high rate of comorbidity. With which other disorders do eating disorders commonly |

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| | | | <p>coexist? What contributes to eating disorders in adolescents? What can be done to reduce them?</p> <p>Discuss: Discussion Board 8</p> <ul style="list-style-type: none"> • (Optional) Part 1: Return to the goals you set for supporting your mental health throughout this term and review the logs you submitted. Were you consistent in working toward the goals you set? Did you notice a difference on weeks when you hit your goals versus weeks when you did not? What will you do moving forward to prioritize your mental health? • Part 2: Reflect on the course by answering the following questions. <p>What are you taking away from the course that you didn't know or hadn't considered before?</p> <p>Have any of your ideas about development changed as a result of the course? If so, how?</p> <p>What was your favorite topic in the course, and how might it influence your next steps in your education/career?</p> <p>Do you have any lingering questions you want hope to get answered? If so, what?</p> |
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