



PSYC352 Advanced Psychopathology 2
American University of Beirut,
Department of Psychology
Fall 2018

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Class Time: T 10:00-12:30
Class Location: 107A Jesup
Office Hours: TTh 14:00-15:00

'What is a normal child like? Does he just eat and grow and smile sweetly? No, that is not what he is like. The normal child, if he has confidence in mother and father, pulls out all the stops. In the course of time, he tries out his power to disrupt, to destroy, to frighten, to wear down, to waste, to wangle, and to appropriate . . .'
D.W Winnicott

Course Description

This course provides an intensive study of the field of child psychopathology. The course involves a critical analysis of the major child psychological disorders, their symptoms, diagnoses, and causal explanations; and the application of up-to-date knowledge of the current literature, research, and evidence base to real clinical settings. The course focuses heavily on the critical analysis of abnormality and the linkage of the research base to clinical work, using detailed case studies, transcripts and videos.

Student Learning Objectives

Upon completion of the course, students will be able to:

1. Identify and explain the major disorders of childhood and adolescence, and their aetiology (PLO5b)
2. Critically analyse the various approaches to assessment, diagnosis, and treatment of childhood and adolescent psychological disorders (PLO2a)
3. Apply in-depth and up-to-date knowledge of the literature and evidence base to clinical material (PLO1c,3e)
4. Discuss the role of social, environmental, and cultural factors when assessing, diagnosing, formulating, and treating children and adolescents (PLO2b)
5. Demonstrate a solid knowledge base of the ethical standards of clinical research and practice with children (PLO4a,4c)
6. Communicate complex and contrasting psychological ideas in verbal and written form (PLO6a,6b)

Required Reading

To ensure that all students have the same foundational knowledge, the following textbooks are required reading for this class (both available as e-books in the AUB Library):

Core Text: Carr, A. (2015) *The Handbook of Child and Adolescent Clinical Psychology*. Routledge.
Johnstone, L. & Dallos, R. (2006). *Formulation in Psychology and Psychotherapy*. Routledge.

Substantial additional reading will be assigned week by week in class.



Class time has been designed to elaborate on reading material, to apply it to real case examples, and to stimulate critical thinking and discussion. Therefore, in order to benefit the most from classes, you must read the assigned reading *before* the corresponding class. Classes will *not* be a point by point summary of the reading, and it is therefore important that you complete all assigned reading yourself.

Class Format and Environment

Classes will be made up of brief lectures, group activities and discussions, with the extensive use of real community experience and clinical material. All students are strongly encouraged to be brave in expressing thoughts, opinions and ideas, and to be open-minded and respectful in allowing others to express their thoughts, opinions and ideas, even if they are different from your own. With this in mind, I also respectfully request no cell phone usage in class, as well as no laptop or tablet use unless related to the class (i.e. note taking). If you need to leave your phone on for personal reasons, please do let me know before the class and step out of the class if you need to take a call. It is important to me that classes are useful and interesting to all students, and therefore any informal and constructive feedback throughout the semester on how to improve the class or its content, is warmly welcomed.

This class draws on real case material. To protect confidentiality, all cases are presented anonymously with any identifying information omitted or amended. All presented cases have given written consent for material to be used for educational purposes. Material derived from other case examples, that may arise throughout teaching, are heavily anonymised and blended with other case materials to ensure full anonymity. Please respect case material and do not share or discuss material outside of class.

The discussion of childhood experiences, difficulties, and challenges, can be sensitive and some may, at times, find it distressing. I therefore urge you to take good care of yourselves and to please ask for help when you need it.

Evaluation Methods

Final grades will be based on critical literature reviews, clinical formulations, an exam and an oral presentation. Two formulations have been set, with a greater grade weight for the second, to provide opportunity to learn and improve throughout the course. Grades will be calculated as follows and graded out of 100:

- 10% - Attendance and participation
- 15% - Case formulation 1
- 20% - Case formulation 2
- 25% - Critical literature review
- 20% - Exams (10% each)
- 10% - Oral presentation

Late submissions will incur a 2 mark penalty for every day the assignment is late, unless the student can provide evidence of extenuating circumstances in which case a new deadline can be negotiated. Make-up exams will only be arranged if the student provides formal evidence of a valid reason for their absence.

Grading will take an average of 2 weeks for exams and 3-4 weeks for written assignments.



All slides and key references will be made available via Moodle. Exams will also be conducted, assignments uploaded, and results released via Moodle. Detailed guidelines and grading matrixes will also be available on Moodle.

Students are welcome to email me or visit me during my office hours throughout the semester if a grade trajectory is required, or for any other course-related advice or support.

Attendance and Participation

Students are required to attend all classes for their entirety, and to arrive on time. Late arrivals are highly disruptive so please aim to arrive in class for a prompt start. If you skip class, you miss the critical analysis of material, its application to real world examples, and you may not receive all additional reading materials. It is therefore likely to strongly affect your performance in assignments and exams, and ultimately to affect your grade. If you are unable to attend class due to valid reasons or unforeseen circumstances, such as illness, your grade will not be affected as long as you provide

formal evidence of your reason for absence (e.g. a doctor's note from the University Infirmary). Attendance will be taken at each class and will count for 5% of your grade.

Participation, which includes attentive presence, contributing to discussions, and respectfully listening to others, counts for a further 5%. It is graded at the end of the course as good participation (5%), partial participation (2.5%), or poor participation (0%).

Case formulations

You will be provided with assessment information for a child or adolescent client. You will be asked to create a formulation for the client using your chosen theoretical approach. You will need to *explicitly* apply the theory to the assessment material. You will need to indicate a) what hypotheses arise from the formulation, b) what this might mean for treatment, and c) how you might share this formulation with the client and caregiver and what aspects you will need to be mindful of.

Critical literature reviews

You will be asked to write a critical literature review, with the topic chosen from six essay question options. You will be required to review and critically analyse the literature for the chosen topic, and to develop a hypothesis or question a major paradigm in the field.

Exams

Two non-accumulative exams will be conducted, the first covering the first half of the course and the second covering the second half. Both exams will consist of an MCQ section (30%) that tests knowledge of DSM-V diagnostic criteria, and an essay section (70%) that requires a) a critical analysis of a research study, and b) a formulation of a clinical case.

Oral presentation

You will be asked to present on your critical literature review, with the aim of informing and improving your review before submission. You will be graded on presentation skills, content and structure, critical thinking, and discussion facilitation.

Course Schedule (may be subject to change)

Week	Date	Content	Core text reading	Evaluation
Week 1	4 th Sept	Introduction to the course Normal development and the aetiology of psychopathology	Ch 1 & 2	
Week 2	11 th Sept	Assessment, diagnosis and/or formulation	Ch 3 & 4 JD Ch 2,3,4	
Week 3	18 th Sept	Infancy and early development	Intellectual and learning disability Class visit: Zeina from Next Steps presenting on her experience of Down's Syndrome	Ch 8
Week 4	25 th Sept		Autism Spectrum Disorder	Ch 9
Week 5	2 nd Oct		ADHD and conduct disorders	Ch 10 & 11

Week 6	9 th Oct	Middle childhood	Affective disorders	Ch 16	
Week 7	16 th Oct		Anxiety disorders	Ch 12	
Week 8	23 rd Oct		Trauma, maltreatment, and adversity	Ch 19, 20 & 21	Case formulation 2 (23 rd Oct @ 5pm)
Week 9	30 th Oct	Adolescence	Eating disorders	Ch 17	
Week 10	6 th Nov		Mid-term exam (6 th November in class)		
Week 11	13 th Nov		Substance misuse	Ch 15	
Week 12	20 th Nov		Early onset adult disorders	Ch 18	
Week 13	27 th Nov	Oral presentation (27 th Nov in class)			
Week 14	4 th Dec	Formulation, treatment, and ethics	Assigned in class	Critical literature review (4 th December @ 5pm)	
Week 15	11 th Dec <i>Exam week</i>	Final exam (11 th December in class)			

Policies

The Student Code of Conduct in the AUB Student Handbook applies to this course and will be strictly enforced. All of your work must be your own. Writing that is copied from published sources (unless referenced), will be considered plagiarism and grounds for a failing grade on the paper. Please be aware that misconduct is vigorously prosecuted and that AUB has a zero tolerance policy. Course policy is that credible evidence of cheating will result in course failure.

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, 314.

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.

Case formulations

Answer classification	Synthesizing assessment information (15 points)	Formulation: Application of theory to individual (30 points)	Generation of hypotheses (15 points)	Connecting formulation to treatment (15 points)	Formulation sharing (15 points)	Presentation (10 points)
Excellent	Relevant assessment information extracted and synthesized (10-15 points)	Appropriate and thorough application of psychological <i>theory</i> to assessment information (25-30 points)	Hypotheses derived from the formulation and with a clear link to clinical data, theory, and research (10-15 points)	Comprehensive links made between theory/ formulation/ hypotheses, and ideas for treatment (10-15 points)	Plan for formulation sharing made with consideration for theoretical background, clinical skills, and individual need (10-15 points)	Meets APA criteria, perfect or near perfect referencing, and few or consistent grammar or spelling errors (7-10 points)
Good	Mostly relevant assessment information extracted and/or limitations in synthesis (5-9 points)	Application of psychological <i>theory</i> to assessment information but with some gaps or inaccuracies (20-24 points)	Hypotheses derived from the formulation with some links to clinical data, theory, and research (5-9 points)	Some links made between theory/ formulation/ hypotheses, and ideas for treatment (5-9 points)	Plan for formulation sharing made with some consideration for theoretical background, clinical skills, and individual need (5-9 points)	Generally meets APA criteria, referencing with minor errors, and/or some grammar or spelling errors (4-6 points)
Limited	Some relevant assessment information extracted but limitations in synthesis (1-4 points)	Application of psychological <i>theory</i> to assessment information but with major gaps or inaccuracies (15-19 points)	Limited hypotheses derived from the formulation and/or limited links to clinical data, theory, and/or research (1-4 points)	Limited links made between theory/ formulation/ hypotheses, and ideas for treatment (1-4 points)	Plan for formulation sharing made with limited consideration for theoretical background, clinical skills, and/or individual need (1-4 points)	Errors based in APA format, referencing with major errors, and/or major grammar or spelling errors (3-6 points)
Poor	Irrelevant assessment information extracted and no synthesis (0 points)	Limited or no application of psychological <i>theory</i> to assessment information (0-14 points)	No or inappropriate hypotheses derived from the formulation with no link to clinical data, theory, or research (0 points)	Poor or no links made between theory/ formulation/ hypotheses, and ideas for treatment (0 points)	Limited or no plan for formulation sharing made with no consideration for theoretical background, clinical skills, and/or individual need (0 points)	Major errors in APA format, referencing with major errors, and/or major grammar or spelling errors, or incomprehensible writing (0-2 points)

Critical literature review

Answer classification	Literature review technical approach (15 points)	Critical analysis (30 points)	Structure and development of argument (30 points)	Hypothesis or paradigm (15 points)	Presentation (10 points)
Excellent	Literature systematically review using multiple searches and multiple databases (10-15 points)	Relevant literature synthesized and critically analyzed in detail (25-30 points)	Clear structure and organization, with a building argument rooted in evidence (25-30 points)	Develops new hypothesis from review of existing literature or questions a major paradigm (10-15 points)	Meets APA criteria, perfect or near perfect referencing, and few or consistent grammar or spelling errors (7-10 points)
Good	Mostly relevant assessment information extracted and/or limitations in synthesis (5-9 points)	Mostly relevant literature synthesized and critically analyzed with some missing detail (20-24 points)	Clear attempt at structure and organization, with a building argument rooted in evidence (20-24 points)	Clear attempt to develop a new hypothesis from review of existing literature or a limited but clear attempt to question a major paradigm (5-9 points)	Generally meets APA criteria, referencing with minor errors, and/or some grammar or spelling errors (4-6 points)
Limited	Some relevant assessment information extracted but limitations in synthesis (1-4 points)	Mostly relevant literature synthesized and critically analyzed, with some missing literature or limited critical analysis (15-19 points)	Limited structure and organization, but with an unclear or confused argument and/or lack of use of evidence (15-19 points)	Limited attempt to develop a new hypothesis from review of existing literature or a limited attempt to question a major paradigm (1-4 points)	Errors based in APA format, referencing with major errors, and/or major grammar or spelling errors (3-6 points)
Poor	Irrelevant assessment information extracted and no synthesis (0 points)	Major gaps in included literature, poorly synthesized and/or poor or missing critically analysed (0-14 points)	Poor structure and organization, with an unclear or confused argument and no use of evidence (0-14 points)	No attempt to develop a new hypothesis or question a major paradigm (0 points)	Major errors in APA format, referencing with major errors, and/or major grammar or spelling errors, or incomprehensible writing (0-2 points)

Exam research essay (35% of total exam grade)

Answer classification	Strengths of the study (10 points)	Limitations of the study (10 points)	Critical analysis (15 points)
Excellent	Accurately identifies multiple strengths of the study with a clear explanation based on research methodology (10-15 points)	Accurately identifies multiple weaknesses of the study with a clear explanation based on research methodology (10-15 points)	A comprehensive critical analysis of the study based on a synthesis of a quality assessment, its contribution to knowledge on the topic, and its clinical utility (10-15 points)
Good	Accurately identifies at least two strengths of the study with an explanation based on research methodology (5-9 points)	Accurately identifies at least two weaknesses of the study with an explanation based on research methodology (5-9 points)	A clear attempt to critically analyse the study based on a synthesis of a quality assessment, its contribution to knowledge on the topic, and its clinical utility with some limitations or lack of elaboration (5-10 points)
Limited	Identifies with some inaccuracies at least one strength of the study (1-4 points)	Identifies with some inaccuracies at least one weakness of the study (1-4 points)	A limited critical analysis of the study with a poor or missing synthesis of a quality assessment, or its contribution to knowledge on the topic, or its clinical utility (2-5 points)
Poor	Inaccurately identifies strengths (0 points)	Inaccurately identifies weaknesses (0 points)	A missing critical analysis of the study or purely descriptive summary (0-1 points)

Exam clinical essay (35% of total exam grade)

Answer classification	Knowledge and understanding of a theoretical approach (10 points)	Accurate application of this approach to the clinical material (20 points)	Formulating skills (5 points)
Excellent	Accurately identifies multiple strengths of the study with a clear explanation based on research methodology (10-15 points)	Accurately identifies multiple weaknesses of the study with a clear explanation based on research methodology (10-15 points)	Describes an appropriate narrative that explains the difficulties (4-5 points)
Good	Accurately identifies at least two strengths of the study with an explanation based on research methodology (5-9 points)	Accurately identifies at least two weaknesses of the study with an explanation based on research methodology (5-9 points)	Describes an appropriate narrative that explains the difficulties but with some inaccuracies, missing parts, or lack of elaboration (2-3 points)
Limited	Identifies with some inaccuracies at least one strength of the study (1-4 points)	Identifies with some inaccuracies at least one weakness of the study (1-4 points)	Limited or confused narrative that only partly explains the difficulties (1 point)
Poor	Inaccurately identifies strengths (0 points)	Inaccurately identifies weaknesses (0 points)	No clear narrative presented (0 points)

Oral presentation

Category	Scoring Criteria	Poor	Adequate	Good	Excellent	Outstanding
		1	2	3	4	5
Presentation skills (20 points)	Speaks clearly and at an understandable pace (5)					
	Information is presented in a logical sequence (5)					
	Appropriate language for audience (5)					
	Completed within the time limit (5)					
Content (40 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation (5)					
	Presentation contains overview of relevant literature (10)					
	The applied topic is relevant and described in the context of Lebanon (10) and the available literature (10)					
	There is an obvious conclusion summarizing the presentation (5)					
Critical Thinking (30 points)	Material presented is critically discussed (10)					
	Critical analysis is synthesized clearly (10)					
	The conclusion reflects the synthesis of complex information (10)					
Discussion (10 points)	Demonstrates skill in answering facilitating a discussion (5)					
	Answers questions appropriately (5)					
TOTAL SCORE out of 100						

