



SPS 6101
Child & Adolescent Behavior Disorders
53720 101
Summer 2026

Instructor Name

Stacy-Ann January

University Course Description

Theoretical and empirical identification and understanding of children and adolescents with behavior disorders. Treatment issues as they relate to school psychological services.

Course Prerequisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

1. Describe the DSM-5 criteria for common mental health conditions in children and adolescents.
2. Describe the biological and affective features of child and adolescent behavior conditions and how they integrate.
3. Understand risk and protective factors related to mental health conditions.
4. Describe the impact of mental health conditions on students' functioning in school.

5. Compare the use of the DSM-5 to diagnose mental health conditions to the use of IDEIA eligibility for specially designed instruction within the school setting.
6. Consider the ethical and legal issues related to the assessment of emotional and behavioral conditions.

Course Objectives

1. This course will use student-centered learning approaches.
2. This course will facilitate thinking and collaboration to learn course content.

Required Texts and/or Readings and Course Materials

There are no required texts.

Grading Scale

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	0-59

Grade Categories and Weights

Participation and Engagement (200 points): Participation and engagement in the course is important for success. Each class, I hope you are an active participant in activities (e.g., note taking, engaging in discussions, etc.), with questions and comments demonstrating reflection on readings and activities. You are encouraged to raise questions, provide feedback, suggest topics for discussion, and make comments pertinent to the content of the course. Knowledge construction is collective and reciprocal. You are also expected to respect differences, and to provide constructive feedback and support to

colleagues in discussions. Your grade for each class will be based on your attendance and the extent to which you engaged meaningfully in class.

Reflections (300 points): Three times during the semester, you will produce reflection based on the content learned since the last reflection. Each will be worth 100 points. Reflections will be due 11:59PM EST on Tuesday of the corresponding week.

Final Project (200 points): In your final project, you will explore a topic related to course content with a peer and deliver a presentation (20-25 minutes) and handout to your peers. The topic is your choice, but should be related the course content (but cannot be just about a specific condition). For example, you could present on sleep, nutrition, **or** temperament and their relation to mental health conditions. You are encouraged to get creative and not do a PPT (although PPTs are OK, too). For example, you could script out a podcast episode with one of you as host and the other as guest. Or you could create a private social media account with several videos sharing the content for the topic you chose. You should get your topic and project approved before starting work on it. During the final class, your participation will be based on your participation and engagement (e.g., attending, asking questions) with all the other projects being presented.

Course Schedule

Course Schedule		
Week	Topic and Readings	Assignment Due
Week 1	Introduction and Overview of Course	

Week	Topic and Readings	Assignment Due
Week 2	Classification Systems DSM 5 and School Psychology: Meet the New (and Improved?) DSM-5 Controversy Surrounds Release of DSM-5 Navigating DSM-5-TR Diagnoses in Schools: https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=350	Reflection 1
Week 3	Classification Systems IDEIA Eligibilities: https://www.parentcenterhub.org/categories/ Special Education Eligibility vs Diagnosis Podcast Episode of Your Choice	

Week	Topic and Readings	Assignment Due
Week 4	Etiology of Conditions, Risk and Resilience Masten et al. (2021) Ellis and Del Giudice (2019) Podcast Episode of Your Choice	
Week 5	Neurodevelopmental Conditions Hus & Segal, 2021 DSM 5 and School Psychology: Changes to ASD Diagnosis Changes to Schizophrenia Diagnosis Podcast Episode of Your Choice	

Week	Topic and Readings	Assignment Due
Week 6	Neurodevelopmental Conditions Wolraich et al., 2019 DSM 5 and School Psychology: The Specific Learning Disorder Diagnosis Changes to DSM 5 ADHD Diagnosis NPR Article: We're thinking about ADHD all wrong, says a top pediatrician	Reflection 2
Week 7	Behavioral and Emotional Conditions Hankin (2015) Nazeer et al. (2022) DSM 5 and School Psychology: Depressive Disorders Bipolar and Related Disorders Podcast Episode of Your Choice	

Week	Topic and Readings	Assignment Due
Week 8	Behavioral and Emotional Conditions Rapee et al. (2023) Krebs and Heyman (2015) DSM 5 and School Psychology: Obsessive-Compulsive and Related Disorders Changes to DSM 5 Anxiety Disorders Diagnosis Podcast Episode of Your Choice	
Week 9	Oppositional Defiant Disorder and Conduct Disorder Liang et al. 2022 DSM 5 and School Psychology: Intermittent Explosive Disorder	Reflection 3
Week 10	Presentations	Final Project

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious

observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy: Students who attend class in person on the first day and who complete the in-class activity will be marked as present. Students who don't complete the first day activity run the risk of being dropped from the course.

Late Work Policy: Assignments that are submitted late without prior approval will incur a late penalty of 10% if 2.01-5 days late and 20% penalty if submitted 5.01-7+ days late. Unless there are extenuating circumstances, all assignments need to be turned in within 1 week of the deadline to be eligible for partial credit.

Group Work Policy: Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. Group members will have the opportunity to describe their other group member's engagement and the instructor will also assess individual student contribution. Students who

did not contribute equally to group work may see a reduction in up to 10% of the total available points for that project.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Electronic Devices. Small electronic devices (such as cell phones, etc.) should be silenced and put away before class. The use of electronic devices during instruction for non-course related things is a distraction. Technological accommodations can be arranged through Student Accessibility Services. In general, cell phones are not permitted to be monitored during class (please

silence and put away). I do recognize that sometimes you may need to take a call during class time, for example related to medical needs, family, or a similar unavoidable situation.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the

semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights,

and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds

can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)