

# CHILD/ADOLES MENTAL HLTH STDS (CAMS-UA)

## CAMS-UA 101 Child & Adolescent Psychopathology (4 Credits)

*Typically offered Fall and Spring*

While courses in abnormal psychology are commonplace among undergraduate curricula, courses focusing on psychopathology and understanding the roots and progression of mental illness are relatively rare. More novel still is the opportunity to receive instruction in psychopathology from practicing psychiatrists and psychologists at an internationally renowned clinical and research center. Through lecture presentations and discussions, this course focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis, where mental illness almost always begins – in childhood. The course engages students in a critical review of the most common child and adolescent mental illnesses, in addition to the disorders that typically begin in early adulthood, and challenges social and cultural assumptions of what constitutes "normal" vs. "pathological" behavior, cognition, and emotion. Students also complete two practicums by observing the evaluation of two children or adolescents and their families at the NYU Child Study Center.

**Grading:** CAS Graded

**Repeatable for additional credit:** No

**Prerequisites:** PSYCH-UA 1 OR APSY-UE 2 OR AP Exam Psychology >=4 OR Permission of Instructor.

## CAMS-UA 102 The Treatment of Child & Adolesc Mental Illness (4 Credits)

*Typically offered Spring*

Provides students with an overview and understanding of the current methods employed in the treatment of child and adolescent mental illness. For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies, which have not consistently demonstrated a beneficial effect. Over the past 25 years, however, a variety of new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression, dialectical behavior therapy for personality disorders, and parent management training for children with oppositional and defiant disorders. In addition, we now have strong evidence supporting the use of various pharmacological interventions for attention-deficit hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy. This course builds upon Child and Adolescent Psychopathology (V05.0101).

**Grading:** CAS Graded

**Repeatable for additional credit:** No

**Prerequisites:** CAMS-UA 101.

## CAMS-UA 103 Complementary & Alternative Mental Health (4 Credits)

*Typically offered Fall and Spring*

Complementary and alternative treatments comprise the most rapidly expanding segment of American healthcare. This course will examine the role of non-conventional care in the mental wellness of children, adolescents and young adults. We will survey the historical, clinical, and scientific aspects of mind-body treatments, biologically-based alternative therapies, spirituality, and the traditional medical systems of China and India. In addition, we will investigate the social, political, and economic forces influencing the role and status of complementary and alternative practices in America. Students will assess these practices by participating in class discussion, reviewing research literature, and engaging in several group experiential exercises.

**Grading:** CAS Graded

**Repeatable for additional credit:** No

## CAMS-UA 104 When Nightmare is Real: Trauma in Child &Adolesc (4 Credits)

*Typically offered Fall, Spring, and Summer terms*

Every childhood is fraught with complications, but some children are exposed to traumatic experiences that have a lasting impact on their development and health. More than three million cases of child abuse and neglect are reported in the United States annually, in addition to the many more cases that go unreported. This course examines the neurobiological and psychological effects of trauma on children, adolescents, and their families. We investigate the impact of physical, emotional, and sexual abuse and neglect, war, terrorism, natural disasters, bereavement, and medical illness. In addition, we explore the concepts of vulnerability and resilience to discover the protective and risk factors that affect child outcomes following trauma exposure. Finally, we discuss the treatment modalities commonly employed with traumatized children, adolescents, and their families.

**Grading:** CAS Graded

**Repeatable for additional credit:** No

## CAMS-UA 105 Mindfulness and Mental Health (4 Credits)

*Typically offered Fall and Spring*

Have you ever accidentally locked yourself out of your apartment or walked to school realizing you have no recollection of what happened along the way? Where is our mind during moments like these, and can bringing more awareness to ourselves improve our well-being and change our brains? Students explore mindfulness, develop an understanding of its complex mechanisms, investigate the neuroscience behind mindfulness-based practices, and learn its practical applications across the lifespan from infancy into adulthood.

**Grading:** CAS Graded

**Repeatable for additional credit:** No

**CAMS-UA 110 The Science of Happiness (4 Credits)***Typically offered Fall, Spring, and Summer terms*

Examines the state of college-student mental health and wellness on a personal and systems level. As undergraduate university students approach the end of adolescence, they often reevaluate the beliefs, values, and assumptions with which they left home. Young adulthood is a time of great promise, but the transition from child to adult is never easy. We look at how individuals can create positive change by reinterpreting their goals and identifying steps toward a successful college experience. Key findings from the fields of neuroscience and positive psychology are referenced to inform our study of the biopsychosocial underpinnings of success and happiness. Through lectures and discussions, students learn about a variety of wellness topics that include mindfulness, relationships, and self-esteem. The final project requires students to promote an area of mental wellness on campus.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 114 Road to Resilience (4 Credits)***Typically offered Fall and Spring*

The transition to college is a multifaceted challenge for many students, as they encounter new academic, interpersonal, emotional, and financial pressures. Over one-third of undergraduates report experiencing depression, and over half report feeling overwhelming anxiety. This course is grounded in the current understanding of adolescent and young adult development, neuroscience, and positive psychology. Our aim is to teach undergraduates both theoretical and empirically informed means to moderate risk and enhance resilience by building knowledge and skills in key areas proven to enhance wellness, including communication, executive functioning, social support, self-efficacy, emotion regulation, and sense of purpose. Students work to strengthen healthy habits around exercise, nutrition, mindfulness, and sleep, and they develop skills in core components of cognitive-behavior therapy and organizational skills. Our published research has demonstrated that most students see significant improvements in their anxiety, coping skills, and dysfunctional attitudes upon completion of this course.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 120 Skepticism & Proof: Research Methods in Child Mh (4 Credits)***Typically offered Fall*

Clinical practice and public policy in child mental health is too often driven by the media, conventional wisdom, and prejudice rather than by scientific data. Evidence-based clinical care seeks to guide practitioners in the critical appraisal of data on risk factors, prevention, and treatment. This course is designed for those who wish to read the health research literature and draw their own conclusions. It provides a practical means to learn and apply research methods and focuses on the knowledge and skills needed to design, carry out, and evaluate a research study. Discussion of topical "hot-button" issues, such as the apparent "epidemic" of certain diagnoses, the influence of the environment or culture on child mental health, and the risks/benefits of widely prescribed medications, are combined with a systematic review of the existing evidence base on current empirically supported treatment for child mental health problems.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 133 From Huck Finn to Columbine: Understanding Disruptive Behaviors in Children & Adolescents (4 Credits)***Typically offered Fall and Spring*

What makes kids do bad things? Who is accountable for their acts? How can we prevent childhood violence? In this course we will explore these questions and seek to understand the spectrum of "bad" behavior from biological, psychological, and sociological perspectives. We will address broad topics ranging from the nature vs. nurture debate to biased media reporting to mediating disruptive behaviors. We will examine the increased exposure to media violence and its influence on children and adolescents; how the criminal justice system responds to delinquent behavior; and gender differences in disruptive behavior. We will study atrocities perpetrated by children and adolescents, the growing scientific literature detailing neurodevelopment as it relates to behavior, and historical descriptions of disruptive behavior and delinquency. Students will analyze case studies, debate controversial issues (e.g., the influence of violent gaming), and review online discussion boards in an effort to determine sensible efforts aimed at prevention and treatment.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 134 Behav Probs in School: Impairment to Intervention (4 Credits)***Typically offered Fall, Spring, and Summer terms*

This course reviews typical children's behavior problems in school settings and offers a primer in evidence-based behavior management tools. The class addresses common causes of disruptive behavior, such as Attention-Deficit/Hyperactivity Disorder (ADHD) and related conditions. Students will be instructed in effective behavior management strategies appropriate for settings, such as schools, camps, and sports programs. Techniques will include selective attention, behavioral daily report cards, token economies, and limit setting. The theoretical and research bases for these strategies will be explored. Students will practice skills with live coaching from the instructor. One required field trip to the NYU Child Study Center will allow students to view how these tools are used in real life clinical settings. This course is of particular interest to those considering careers in child psychology or psychiatry, pediatrics, or general or special education, especially those seeking experience as student aides, camp counselors, or Special Education Itinerant Teachers (SEITs).

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 135 Mental Health and Juvenile Justice (4 Credits)***Typically offered Fall and Spring*

For more than 650,000 youth in America, arrest, detention and incarceration are realities of life - not just once, but repeatedly. Nearly 70% of justice-involved youth suffer from mental illness, yet policy regulations rob these young people of their access to education and necessary mental health care and often set them into a cycle of life behind bars. This class tells the holistic story behind the faces of youth involved in the juvenile justice system. What factors predict their involvement in criminal activity and/or contact with the system? Why are Black and Latinx youth disproportionately represented in this population? Why do these children suffer such high rates of mental illness? What can be done in the interest of public health and safety to live up to the promise of justice? We examine these questions from a multitude of perspectives to fully understand how the system works, how it doesn't, and what can be done to change it. This is an exciting course for anyone considering a career in policy, law, sociology, or mental health.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**CAMS-UA 141 Child Brain Devel: App Frm Neurosci to Practice (4 Credits)***Typically offered Fall and Spring*

This course covers the fundamentals of human brain development from birth to young adulthood. The focus is on normal brain functioning, but illustrative pathological development and dysfunctional conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder. Once students have developed a foundational knowledge of neurocognitive functioning, the course addresses three additional sections that reflect methods of examining brain-based activity: observation, assessment, and intervention. At the end of each section, students should have a greater understanding of the neurocognitive developmental perspective and be able to apply their knowledge of brain-based skill sets to understanding the environmental demands that children and teens confront, including learning in school, handling complex social interactions, remembering autobiographical experiences, and managing emotional reactions. Students read a sampling of research articles, relevant clinical materials, and textbooks chapters.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 142 The Adolescent Paradox (4 Credits)***Typically offered Fall and Spring*

Adolescence is a remarkable time of growth and development; in just a few years, children transition dramatically towards adulthood across multiple domains. While adolescence is physically the healthiest period of the lifespan, it is also marked by an enormous rise in morbidity and mortality. This seeming paradox can be explained, in part, by biological and psychological changes during puberty that affect emotion regulation, cognition, and consequent risk-taking behavior. At the turn of the twentieth century, adolescence was described as a developmental period inevitably filled with "storm and stress." In what ways does this vision of adolescence still apply? How should current scientific findings inform our understanding of the propensity for risk-taking behavior during this period (including substance use, increasing sexual activity, and disordered eating)? In exploring the factors that shape emotions, behavior, and emerging identity during adolescence, this course will examine such questions from biological and psychosocial perspectives.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 143 Sex Matters: Identity Behavior & Development (4 Credits)***Typically offered Fall and Spring*

Sexual identity is central to our sense of who we are and how we relate to the world. The development of this identity is essential to becoming a well-rounded, effective, and high functioning adult, and failure to develop a cohesive sexual identity can lead to dysfunction. Sexual development involves a complex interplay of biological, psychological and sociological components. Sexual differentiation begins in utero, as the fetus is exposed to hormones and growth factors. As children age, their primary and secondary sex organs develop, and their ideas about the function, use and meaning of these organs change. At each stage the environment, social milieu, and hormones, among other factors, influence the direction of these changes. In this course we will explore the impact of sexual identity development on the mental health of children and adolescents.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 144 Looking Back On Growing Up (4 Credits)***Typically offered Fall, Spring, and Summer terms*

What is the impact of our upbringing? This course provides an overview of child development with the goal of understanding the complexity of human growth, adaptation, and responses to adversity. To this end, we will trace a variety of overlapping trajectories, including the development of cognitive, emotional, interpersonal, and moral capacities. The course reviews historical and modern-day developmental theories as well as more complex interpersonal constructs, such as family systems, peer relations, gender and sexual identity, and cultural variation. Special emphasis is placed upon examining the dynamic interplay between biology and environment. The course consists of two interactive lectures per week based upon introductory readings on child development. Students are also assigned one film to view at home each week to illustrate the myriad of ways in which human beings evolve and adapt through life's transitions and challenges.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 145 Morality in Childhood (4 Credits)***Typically offered Spring*

How do children learn right from wrong? Today's youth face an onslaught of mixed messages about morality. Parents and teachers champion honesty, integrity and empathy, while sports stars use steroids, music and video games glorify sexual violence, and politicians pander for votes based on prejudice and fear. At the same time, children are confronted with uniquely modern moral challenges, as they navigate bullying and privacy invasion on the Internet, easily accessible drugs of abuse, and gang and relationship violence. This course will examine how children negotiate these challenges and learn moral principles, using perspectives from developmental neurobiology, evolutionary biology, philosophy, and multiple theoretical frameworks within cognitive and social psychology. Topics will include gender, culture, socioeconomic status, education, and parenting and their influence on moral development from infancy through adolescence.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 146 Twentysomething (4 Credits)***Typically offered Fall, Spring, and Summer terms*

Are 20-somethings really overeducated, afraid of commitment, self-centered, and spendthrift? It is a fact that people in most countries are marrying, having children, and becoming financially independent at a later age than in any previous generation. In the last 10 years a critical new developmental period between adolescence and adulthood has started to gain recognition. "Emerging Adulthood" has been characterized as the age of identity exploration, instability, self-focus, feeling "in-between," and infinite possibilities. This course will analyze whether this theory has validity, explore the factors that contribute to diverging developmental pathways, review the typical life of the American 20-something, and uncover the truth behind the stereotypes.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**CAMS-UA 147 Love Actually (4 Credits)***Typically offered Fall and Spring*

Ah, love. L'amour. The very word stirs our imaginations and pulls at our heartstrings. This most fundamental of emotions has long been a source of creative inspiration – a muse for literature, song, and art. The importance of love and intimacy in human life is clear, but what can the latest observations and scientific discoveries about the brain tell us about this supreme emotion? Through discussions, papers, and projects, we will examine the concepts of love and intimacy through various lenses, including those of neurobiology, evolutionary psychology, culture, and art. Focusing on the development of love throughout the lifecycle, we will study how people seek intimacy, how love evolves over time, the influence of love on human behavior, and love and intimacy's relation to psychological well-being.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 148 Before Me Up To Age 3: A Mental Health Perspective on Parent and Early Childhood Development. (4 Credits)***Typically offered Fall and Spring*

What memories do you have from before you were three? Probably not many, but your early experiences continue to shape who you are today. This course takes an intimate look at the trajectory of human development from before conception, through birth and infancy, and continuing up to early preschool for children and their parents. At each stage we will consider influences that can push development off track. We will employ a clinical mental health perspective to inform assessment of social and emotional problems in young children and present current approaches to treatment. Course readings are pulled from clinical early childhood mental health and parent mental health sources and supplemented by documentary videos.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 149 Play & Creativity (4 Credits)***Typically offered Fall and Spring*

How do we conceptualize the elusive phenomenon of "play"? Is there a biological imperative to play? How does play influence child development and maintain psychological health as we mature? In this course we survey the historical, scientific, clinical, cultural, and artistic perspectives on the role of play through the life cycle. Is the play-element a catalyst for creativity and innovation? We explore various theories of creativity through the lens of neuroscience, psychology, philosophy, and mysticism. We consider the use of improvisation and free play in life, art, clinical work, and scientific discovery. Topics include: exploration of play styles, observations of animal play, the role of play in child development and education, how play influences attachment and social bonding, the aesthetics and cultural value of play, the consequences of play deprivation, the art and science of creativity, and the relationship between creativity, mental illness, and genius.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 150 Children & The Media (4 Credits)***Typically offered Fall and Spring*

Consuming media has far outstripped reading storybooks or playing make-believe as the average American child's favorite pastime. Children between the ages of two and 18 spend an average of five-and-a-half hours a day using some form of media. This course reviews the current literature on how media use affects children's mental health, as well as their cognitive, emotional, and social development. Designed for those who wish to learn to think critically, this course provides a comprehensive, research-oriented review of how children and adolescents are influenced by the media. Discussions include an examination of controversial issues, such as media's effects on children's violent behavior and substance use, as well as the potential benefits of media.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 151 Cultural Perspectives on Mental Health & Illness (4 Credits)***Typically offered Fall and Spring*

How do different cultures view mental health and illness? Why do some ethnic groups readily accept mental health care while others generally avoid the psychiatrist or psychologist at all costs? How does bicultural or multicultural identity and minority status affect one's psychological development? This course seeks to explore what we know about how culture, ethnicity, race and minority status affect the mental health of children, adolescents, and young adults in modern America. We will start by studying the process of acculturation and mental health issues specific to immigrant youth and children of immigrants. We will delve into the cultural aspects of identity development, family dynamics, parenting, stigma, and mental health disparities and then segue into stereotypes and intergroup bias. Readings will draw from the growing body of research literature, and examples from popular arts, media and entertainment will be incorporated as supplemental material for class discussion. Students will review current treatments and participate in class discussions. Students of all backgrounds will be encouraged to explore mental health and illness with a broadened cultural perspective.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 152 Global Perspectives in Child and Adolescent Mental Health (4 Credits)***Typically offered Fall and Spring*

Children and adolescents suffer worldwide from significant mental health stressors, but how mental health and illness are perceived and addressed varies greatly around the world. The first part of the course will provide a brief overview of human rights, child development, social determinants of mental health, trauma and resilience, and the global public health significance of mental illness. Using this framework, the impact of selected salient cross-cultural factors affecting mental health (i.e. poverty, war and conflict, and gender-based exploitation) on children's development and wellbeing will be studied. Throughout the course, various perspectives will be considered, while dominant paradigms will be recognized and critically examined. Lastly, the course will conclude on a pragmatic level—deliberating specific settings, available resources, barriers, and preventative proposals. Selected case studies from the Americas, Africa, Europe, Asia, and the Middle East will be used to illustrate key concepts. Through lectures, readings, documentaries, and active discussion this course will provide an engaging forum to consider and debate child and adolescent mental health issues globally.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**CAMS-UA 153 Mental Health and Society (4 Credits)***Typically offered Fall and Spring*

Have you ever wondered how society impacts mental health? In this class, we will take a public health approach to mental health, examining how social factors (e.g., discrimination, media, poverty, education, and trauma) influence mental health, and what it means to think about and measure a population's health. We will consider the pros and cons of various methods to improve child, adolescent, and family mental health within the context of our current mental health system. Course readings mainly come from the field of public health, but also include popular media and Internet sources.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 154 Transgender Youth (4 Credits)***Typically offered Spring*

Trans identities in childhood are often depicted as something new, when, in fact, trans youth have existed throughout centuries and across cultures. As society has become more aware of transgender youth in the last two decades, a specific depiction of transgender identities in childhood has become prominent—one that characterizes trans children's identities as always being binary (boy or girl), static (rather than fluid), and biologically based ("born in the wrong body"). In this course, we examine this standard depiction of trans youth, weigh its achievements and limitations, and consider how it's been influenced by systems of oppression. We also trace its impact on family systems, medical practice, and state and national laws, among other factors. We juxtapose these more simplistic depictions of transgender youth with richer, more expansive portrayals of trans youthhood in history and art. Specifically, we look to archival evidence, oral histories, personal memoir, narrative fiction, and short- and feature-film. We also seek to understand the "gender clinic" from multiple vantage points. We conclude the class by examining key points in the history of trans youth activism, starting with an influential demonstration on the NYU campus in 1970 which we trace to its influence on trans youth in the present day. Students hear from the course instructors, in addition to a wide range of guest speakers, including activists, researchers, and leading clinicians and educators.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 155 Making Medical Decisions (4 Credits)***Typically offered Fall*

Do parents always know what's best for their kids? Should a child be allowed to refuse lifesaving treatment? Is it moral to include minors in research, or maybe morally necessary? When can a teen's right to change gender outweigh parental permission? In this course, we study the doctor-patient relationship where the patient is a child – a child with family, a child with legal rights, and a child with a developing brain. We review the principles of medical ethics and the concept of informed consent, and focus on the child's own development in her capacities to reason and make medical decisions in these contexts. We then join current debates on sexual health, psychiatric treatment, end-of-life care and research, and we raise new question about how doctor's, kids, and families decide.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 161 The Art & Science of Parenting (4 Credits)***Typically offered Fall, Spring, and Summer terms*

After spending our early lives with our parents, what can we say about how they influenced our personalities and development? How have our parents affected what we learn, how we act, and how we manage our health? Just as you have wondered about these questions, so have scientists and professionals. We study parenting styles in detail to identify qualities that foster healthy child development. The course reviews research on the importance of parenting practices within a family context. Students also learn how to interact effectively with parents, how to mobilize parents, and what efforts have been successful in changing detrimental parenting actions. This course is for the curious and those interested in careers in education, health, and mental health.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 162 Children of Divorce (4 Credits)***Typically offered Fall, Spring, and Summer terms*

This course provides an overview of current research on divorce in American families and is taught by a clinician who works directly with children and families affected by parent-conflict and divorce. Together, we explore the history of marriage and divorce in the United States, what research tells us about successful and failed marital relationships, and the risk and resilience factors pertinent to the parents and children of divorce. We discuss how divorce impacts children and their capacity to grow into loving, well-functioning, relationship-forming adults. Theories of attachment, intimacy, and communication are examined in the context of marriage and divorce.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 170 While you were Sleeping (4 Credits)***Typically offered Fall and Spring*

Sleep is something akin to the ocean – it surrounds us, and we could not live without it; yet it remains a mystery, whose secrets we are only now beginning to unfold. Scientific research into sleep and dreams began in earnest about 60 years ago. Since that time, the small and burgeoning field of sleep medicine has taught us a great deal about how and why we sleep. This course provides students with a comprehensive introduction to sleep and physiology, the evolution of sleep, circadian and biological rhythms, dreams, and the diagnosis and treatment of sleep disorders. Through exercises and assignments, students will learn the importance of sleep for mental and physical well-being and how to best establish a healthy sleep routine. Our published research has demonstrated that most students see significant improvements in their sleep, mood, and anxiety upon completion of this course.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**CAMS-UA 180 Drugs & Kids (4 Credits)***Typically offered Fall and Spring*

While most youth in the United States abstain from regular substance use, there is often a mismatch between what youth and parents imagine and what the research data demonstrate. This course explores the rates of substance use in youth, as well as the historical, social, and psychological factors related to why young people use drugs and alcohol. The course analyzes current trends in substance use and critiques the media's influence. US Drug policy and alternative approaches to managing drug use at a societal level, such as harm reduction, are discussed, as are substance use prevention programs and risk and preventative factors. While most youth who use substances will not develop a substance use disorder, abuse almost always begins in adolescence. Finally, the diagnosis and treatment of substance use disorders will be discussed.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 190 Special Victims Unit: Child Maltreatment and Its Effects on Child and Family Mental Health (4 Credits)***Typically offered Fall and Spring*

The Adverse Childhood Experiences Study and other research shows that as many as one-fourth of U.S. children experience maltreatment before age 18. What happens to these children and their families? We will explore how maltreatment intersects with child and parent mental health and well-being, and how characteristics such as race and income affect whether maltreatment is identified and the assistance families receive. For those families who become involved in the child welfare system, we will examine how mental health needs are addressed. Finally, we will explore how child maltreatment affects those professionals and institutions charged with helping maltreated children.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 191 The Literature of Children & Adolescents (4 Credits)***Typically offered Fall, Spring, and Summer terms*

Considers children's and adolescents' literature as a rich, untapped source of insight into child development for students of psychology, child development, and related disciplines. Over the last century, a vibrant, many-faceted literature for young people has grown in tandem with our understanding of child and adolescent psychology to present young readers with an increasingly finely calibrated perspective on such basic developmental issues as the formation of trust, the emergence of a sense of autonomy, and the complexities of family and peer relationships.

Students explore these and other topics as they read and discuss a wide range of picture books, longer fiction, and relevant professional literature.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 192 Speaking Our Minds – Narrating Mental Illness (4 Credits)***Typically offered Fall and Spring*

Stories of mental illness are all too often told from the perspective of those who study or treat it. By contrast, this course examines mental illness through the lens of those who experience it first-hand and creatively transform their experience into something that can be shared with others. Narrative has the unique ability to relate the felt experience of mental illness in a way that the conventional patient history, chart, or any strictly medical documentation cannot. Through close examination of video testimony, memoir, autobiographical fiction, theater and film, students will learn to receive and interpret the illness experience, with a focus on applications for public health, advocacy and social justice.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 201 Adv Sem: Autism Spectrum Disorders (4 Credits)***Typically offered Fall and Spring*

This seminar provides students with an in-depth exposure to Autism Spectrum Disorder (ASD). Beginning with epidemiology and etiological theories, we examine various biological, behavioral, and cognitive paradigms in an effort to help students conceptualize the developmental links between brain and behavior. We discuss diagnostic and treatment strategies for ASD and co-occurring psychiatric disorders. The course also highlights specialty topics in ASD, including gender and sexuality, family, and care in pediatric and psychiatric settings. Primary sources include scientific papers and book chapters, individual accounts by people with ASD, and reviews of current popular media. Students also learn about a social skills treatment program for teens and young adults with autism spectrum disorder.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** CAMS-UA 101 with a Minimum Grade of C.**CAMS-UA 202 Advanced Seminar in Personality Disorders (4 Credits)***Typically offered Fall and Spring*

Can we truly classify one's personality, the very essence of an individual, as "disordered"? In this course, we explore the history, etiology, diagnosis, and treatment of personality disorders. We begin with an overview of personality and theories of personality development and then complete an in-depth review of each disorder. We consider the genetic, neurobiological, and developmental research supporting and refuting these diagnoses. We review various classification systems, observe how the media often portrays personality disorders, and challenge the notion that undesirable personality traits are always maladaptive. Finally, we utilize both research and clinical material to provide a nuanced understanding of these disorders and their sustained impact upon affected individuals.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**CAMS-UA 203 Adv Seminar: Eating Disorders (4 Credits)****Typically offered occasionally**

Anorexia nervosa has the highest mortality rate of any psychiatric illness; yet, it's often dismissed as a sign of vanity among rich, white girls. This course aims to dispel these and other misconceptions associated with eating disorders. Students will gain a rich understanding of the complexity of eating disorders, their clinical features, causes, and treatments. These elements will be brought to life through classroom discussions, case studies and readings. The course primarily concentrates on eating disorders during adolescence, when most eating disorders start, and underscores the biopsychosocial importance of puberty in the onset of illness.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** PSYCH-UA 1 OR CAMS-UA 101 with a Minimum Grade of C.**CAMS-UA 205 Fear factor: Advanced Seminar in Anxiety Disorders (4 Credits)****Typically offered Fall and Spring**

This advanced seminar will provide students with an in depth exposure to Anxiety Disorders. Beginning with etiological theories, we will examine various biological, behavioral and cognitive paradigms to conceptualize the developmental links between brain, environment, and behavior. We will then move onto diagnostic and treatment strategies, and finally current cutting-edge topics, such as the role of emotion regulation and disgust in anxiety disorders and efforts to take anxiety treatments into school settings. Primary sources for the course will include scientific papers, current chapters, and classroom demonstrations and discussions.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** CAMS-UA 101 with a Minimum Grade of C.**CAMS-UA 206 Advanced Seminar: Attachment and Loss (4 Credits)****Typically offered Spring**

What are the foundations of our feelings about our most important relationships? How do our earliest relationships set the stage for later psychological adjustment? How do early experiences of trauma and loss impact our relational development? Using primary texts, this seminar takes a deep dive into the origins and fundamental concepts of John Bowlby's Attachment Theory. We explore how psychological health across multiple domains is predicted by early childhood attachment categories, what features of parenting account for the intergenerational transmission of attachment styles, the cross-cultural literature on attachment theory, and the critical impact of early deprivation, loss, and trauma on early attachment and subsequent psychological adjustment.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** CAMS-UA 101 with a Minimum Grade of C OR CAMS-UA 104 and Junior or Senior Standing.**CAMS-UA 300 Internship I (2 Credits)****Typically offered Summer term**

For 12 weeks, students undertake part-time, unpaid, supervised internships in various clinical, educational, and research settings focused on child, adolescent, and family mental health. Sites include the NYU Department of Child and Adolescent Psychiatry, in addition to NYU clinical and research affiliates. Students are mentored by an established faculty or professional staff member at placement sites. Includes weekly didactics, individual and group supervision, and a poster presentation.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 301 Internship II (2 Credits)****Typically offered Summer term**

For 12 weeks, students undertake part-time, unpaid, supervised internships in various clinical, educational, and research settings focused on child, adolescent, and family mental health. Sites include the NYU Department of Child and Adolescent Psychiatry, in addition to NYU clinical and research affiliates. Students are mentored by an established faculty or professional staff member at placement sites. Includes weekly didactics, individual and group supervision, and a poster presentation.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** CAMS-UA 300.**CAMS-UA 401 Advanced Study of Clinical Intervention & Clinical Research (4 Credits)****Typically offered Spring**

This course will help students understand the assessment, treatment, and effectiveness evaluation procedures used in child and adolescent mental health. A combination of a weekly seminar, a lab placement at the NYU Child Study Center for 4 hours each week, and the completion of course exercises will allow students to obtain a comprehensive knowledge of current clinical practices and how those practices are developed and evaluated. In addition to the course instructors, two experienced clinical psychologists, students will participate with other faculty members during their 4-hour lab. Placements involve: the Parent-Child Interaction Therapy team, the Selective Mutism team, the Organizational Skills Study Group, the Institute for Learning and Academic Achievement, the Dialectical Behavior Therapy Program, and the Autism Spectrum Disorders Program. Students are evaluated on seminar participation, completion of assignments, reviews of their placement activity, and a scholarly paper on their chosen topic.

**Grading:** CAS Graded**Repeatable for additional credit:** No**Prerequisites:** CAMS-UA 120 or Permission of Instructor.**CAMS-UA 501 Grand Rounds Seminar (2 Credits)****Typically offered Fall and Spring**

Grand Rounds are a traditional and effective teaching tool in medical education, where major research, education, and clinical problems and innovations are presented to an audience of medical students, residents, faculty, and the public at large. The NYU Department of Child & Adolescent Psychiatry's weekly Grand Rounds program is one of the foremost of its kind in the world, featuring invited thought leaders in the fields of child and adolescent psychiatry and psychology. This online only seminar course provides undergraduate students with a unique opportunity to attend the weekly Grand Rounds presentation and then discuss these topics in depth with CAMS faculty. Students gain a deep and broad understanding of many challenges within the field of child and adolescent mental health, along with novel theories, research findings, and clinical treatments. May be repeated once (taken twice) for 4 credits total.

**Grading:** CAS Graded**Repeatable for additional credit:** Yes

**CAMS-UA 502 The Science and Psychology of Marijuana (2 Credits)***Typically offered Fall and Spring*

Weed. Pot. Bud. Grass. Ganja. Reefer. Mary Jane. Skunk. Herb. Cannabis. It's all marijuana – the most commonly used, in many states still illicit, drug in the United States. Calming for some, anxiety provoking for others, medicinal and yet also controversial, marijuana causes wonder and confusion among physicians, parents, teachers, adolescents, and lawmakers. After 50+ years of debate, marijuana remains one of our most visible modern-day conundrums – is it "okay?" Is marijuana safe and therapeutic, or is it dangerous and a gateway to more harmful drugs? Through lecture, discussion, and a thorough analysis of the current research literature in neuroscience and human development, we seek to answer these questions and identify marijuana's role in psychology, medicine, culture, and government policy.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 503 Clicks, Likes, and Tweets: Behavioral Addiction in the Digital Space (2 Credits)***Typically offered Fall, Spring, and Summer terms*

Are smartphones and digital platforms addictive? How does technology manipulate our attention to maximize engagement? Many of us spend more time than we'd like on our digital devices - a habit that is associated with increased risk for depression, anxiety, and loneliness, among other consequences. In this course, we discuss persuasive technology, associated negative consequences, and strategies to reduce excessive use. Specifically, the course covers: 1) the brain mechanisms and behavioral patterns underlying addiction, 2) how brain/behavioral mechanisms are exploited to capture our attention, 3) the emotional, physical, and social consequences of digital device overuse, and 4) how we can regain balance at the personal and societal levels.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 504 Trending Mental Health (2 Credits)***Typically offered Fall, Spring, and Summer terms*

This course addresses current problems facing our society and threatening our mental health, such as the opioid epidemic, gun violence, video game addiction, legal use of marijuana, and prolonged separation of children from their parents. Students contrast what is scientifically understood with what is commonly believed and learn critical reading and thinking skills as they parse fact from fiction, reality from supposition. Given the topical nature of this course, themes may vary by semester and instructor expertise (including a focus on social and cultural issues, novel neuroscience, digital health technology, etc.).

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 505 Singin' in the Brain: Music and the Developing Child (2 Credits)***Typically offered Fall and Spring*

In what sense are we "born musical?" This course explores the unfolding and growth of musical abilities, starting in utero, and progressing from infancy through toddlerhood and childhood. We study the central and multifaceted roles that music plays at each developmental stage, as well as the complex relationship between "nature and nurture." We consider the neuroscientific underpinnings of musical development and responses to music. A key musical milestone in early childhood is audiation, the ability to hear sounds and rhythms in our head, which allows for singing in tune and holding a beat. Music can enhance learning and mental health, and we examine claims that music can boost intelligence, language development, and other cognitive skills. Finally, we consider how parents, caregivers and schools can incorporate music into their children's lives to facilitate bonding, healthy attachments, and social-emotional learning.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 997 Independent Study (1-4 Credits)***Typically offered Fall, Spring, and Summer terms*

The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

**Grading:** CAS Graded**Repeatable for additional credit:** Yes**CAMS-UA 998 Independent Study (1-4 Credits)***Typically offered occasionally*

The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

**Grading:** CAS Graded**Repeatable for additional credit:** No**CAMS-UA 9101 Child & Adolescent Psychopathology (4 Credits)**

While psychopathology courses are commonplace among undergraduate psychology curricula, courses focusing on child and adolescent psychopathology are relatively rare. More novel still is the opportunity to receive instruction in child and adolescent psychopathology from practicing child and adolescent psychiatrists and psychologists.

Through seminars and discussions, this course will focus on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. It engages students in a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes "normal" versus "pathological" behaviour, cognition, and emotion. Subject to the number of students enrolled, there may also be an opportunity to observe the evaluation of a child or adolescent patient by a psychiatrist in a clinic.

**Grading:** CAS Graded**Repeatable for additional credit:** No

**Prerequisites:** PSYCH-UA 1 OR PSYCH-UH 1001 OR APSY-UE 2 OR PSYC1-UC 6801).

**CAMS-UA 9145 Morality in Childhood (4 Credits)**

How do children come to know right from wrong? Do we enter the world as blank moral slates who must learn right and wrong, or are we born with an innate moral sense? How do parents, peers, school, culture, and the media influence and shape our moral development? To answer these questions, this course explores the science of morality, a burgeoning field that has emerged at the intersection of developmental, social, and evolutionary psychology, philosophy, and neuroscience, and now forms a core component of the scientific study of human nature. In this course, we first define morality and learn about how it is studied scientifically. We then talk about babies, beasts, and brains, and what research with each of these can tell us about morality, where it comes from, and how it develops during childhood. Next, we consider in more detail the role of parents, peers, school, and society in shaping moral development from infancy to adulthood. We will consider how today's youth negotiate the challenges of the modern world, including bullying in school and on the Internet, the influence of the media and popular culture, and hate and prejudice.

**Grading:** CAS Graded

**Repeatable for additional credit:** No

**CAMS-UA 9202 Adv Sem: Global Persp in Child & Adolescent Mh (4 Credits)**

Children and adolescents suffer worldwide from significant mental health stressors, but how mental health and illness are perceived and addressed varies greatly around the world. The first part of the course will provide a brief overview of human rights, child development, social determinants of mental health, trauma and resilience, and the global public health significance of mental illness. Using this framework, the impact of selected salient cross-cultural factors affecting mental health (i.e. poverty, war and conflict, and gender-based exploitation) on children's development and wellbeing will be studied. Throughout the course, various perspectives will be considered, while dominant paradigms will be recognized and critically examined. Lastly, the course will conclude on a pragmatic level—deliberating specific settings, available resources, barriers, and preventative proposals. Selected case studies from the Americas, Africa, Europe, Asia, and the Middle East will be used to illustrate key concepts. Through lectures, readings, documentaries, and active discussion this course will provide an engaging forum to consider and debate child and adolescent mental health issues globally.

**Grading:** CAS Graded

**Repeatable for additional credit:** No