

Feinstein School of Education and Human Development  
Rhode Island College  
Department of Counseling, Educational Leadership, and School Psychology  
Edited 2/11

## CEP 533 - Psychology of Students with Exceptionalities

CEP 533 Faculty – fall 08 to fall 10			
	Fontaine, Kevin	Adjunct	Ph.D.
	Allessi, Philip	Adjunct	CAGS-School Psy

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Credits: 3  
Status: Graduate  
Prerequisite(s): CEP 532

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### Required Texts :

**Child Psychopathology, 2nd Edition-** by Eric Mash & Russell Barkley

**Wrightslaw: Special Education Law, 2nd Edition-** by Peter W. D. Wright, Esq. and Pamela Darr Wright

### A Recommended Text :

**The Diagnostic and Statistical Manual of Mental Disorders [DSM-IV-TR]**

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### CEP 533 course description:

CEP 533 is a progressive course in educational psychology incorporating an in depth analysis of the etiology, manifestations, and treatments of developmental learning and socio-emotional concerns exhibited during childhood & adolescence. This course will also examine the federal and state guidelines for Special Education Services.

Classification criterion and procedure will also be reviewed for Special Education Services.

**Relationship of CEP 533 to advanced graduate study:**

CEP 533 is acknowledged as one of the six foundational components within the Rhode Island College Feinstein School of Education and Human Development School Psychology and Counseling Graduate Study Programs. CEP 533 is specifically formulated to exemplify the intricacy of the childhood and adolescent disabilities frequently encountered in educational settings, as well as to foster discussion of strategies for remediation for said conditions.

**Relationship of CEP 533 to the conceptual framework of the Feinstein School of Education and Human Development:**

The steering dictum of CEP 533 is to cultivate graduate students to become pensive practitioners. CEP 533's purpose is to contribute to the graduate student's base of knowledge of best professional practice by imbuing knowledge of human development, learning theory, pedagogy, human diversity, and professionalism.

**CEP 533 Course Objectives:**

Upon successful completion of CEP 533, the student will:

1. Identify the major dimensions and contexts that influence the development of the various disorders. (NASP 2.5, 2.7; CACREP C.1; CF Knowledge 1)
2. Identify models for conceptualizing anormality or maladaptive behaviors. (NASP 2.4; CACREP C.1, C.3; CF Knowledge 1,3)
3. Identify the epidemiology and effective treatment options of various disorders. (NASP 2.10; CACREP C.1, C.3; CF Knowledge 1)
4. Identify the possible etiologies of various disorders. (NASP 2.5, 2.7; CACREP C.1; CF Knowledge 1,3)
5. Identify the common developmental course of various disorders. (NASP 2.4; CACREP C.1, C.3; CF Knowledge 1)
6. Identify comorbid disorders.(NASP 2.7; CACREP C.4; CF Knowledge 1,2)

- 7. Identify the impact of a broad range of diversity issues on the epidemiology, etiology, and developmental course and treatment of various disorders. (NASP 2.5; CACREP A.6; CF Knowledge 3)

**CEP 533 Course Objectives continued:**

- 8.) Design goals for managing psychopathology in an educational setting. (NASP 2.2, 2.3, 2.9; CACREP C.9; CF Knowledge 1,2,3,4; CF Practice 1,2,3,4)

**Course Evaluation:**

*Your final grade will reflect the cumulative number of points you amass throughout the semester for the assignments you have successfully completed. All assignments are expected to be handed in on time at the start of CEP 533 class. If you have a conflict with an assignment due date, or are experiencing extreme difficulty in completion of an assignment, please contact the instructor as soon as possible. Unexcused late assignments will automatically be reduced by one letter grade.*

Participation.....	<b>20 points</b>
Exam One.....	<b>40 points</b>
Exam Two.....	<b>40 points</b>

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Total..... **100 points**

**Participation-** This grade will consist of your attendance, participation in classroom discussions and an article review. For the article review you are to find an article which is relevant to that evening’s assigned reading and topics. You will prepare a one page summary of the article and provide a short oral summary of the article that night in class.

**Exams-** Exams will be essay format, consisting of 4 essay questions per exam.

**Alignment of Course Requirements with...**

Performance Assessment	Conceptual Framework	NASP Standard	Course Objectives
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Attendance and Active Participation	Knowledge 4 Practice 4	2.10	1-8
Exams	Knowledge 1-4 Practice 1-4	2.1, 2.4, 2.8, 2.10	1-8

Page 4 CEP 533 Syllabus

Date	Topic	Readings
1/27/10	Introduction- History of classification systems	-----
2/03/10	Mood Disorders	Mash Ch 5
2/10/10	Anxiety Disorders	Mash Ch 6, 7& 8
2/17/10	Conduct Disorder and Oppositional Defiant Disorder	Mash Ch 3
2/24/10	ADHD and Executive Functioning Deficits	Mash Ch 2
3/01/10	Autism and Asperger's Spectrum Disorders & PDD	Mash Ch 9
3/10/10	Learning Disorders	Mash Ch 12 3
3/24/10	Childhood Abuse, Eating Disorders and Substance Abuse	Mash 4, 14, 15
3/31/10	Exam one	
4/07/10	Special Education Classifications & Special Education Law	Wright Ch 1-3
4/17/10	Special Education Rules & Procedures	Wright Ch 4-6
4/21/10	Guest Speaker: Sajid Choudhry M.D.	
4/26/10	Special Education in the Classroom w/ RTI	Wright Ch 7, 8,12
5/05/10	Review	
Final TBA		