

Grand Valley State University

PSY 524: Developmental Psychopathology

Winter 2024

Instructor: Jamie Owen-DeSchryver, Ph.D. (she/her)
Course Info: Tu/Th:1:00-2:15; MAK C1114
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Course Summary

This course examines research on etiology, diagnosis, and intervention for children with psychopathology, with the major focus of the course emphasizing disorders that are observed in applied settings. Students will become familiar with school and community-based prevention and intervention strategies to address mental health difficulties of children in their environments.

Course Objectives

Upon successful completion of this course students will be able to:

1. Evaluate features of typical and atypical development, including specific child, environmental and psychosocial risk factors that affect psychopathology.
2. Compare and contrast various approaches and theories used to conceptualize child and adolescent psychopathology.
3. Examine and classify the benefits and problems represented in the diagnostic and classification process (e.g., DSM-5, and educational classification systems)
4. Appraise and evaluate how behavioral, emotional, and social difficulties may impact involvement in educational and community settings.
5. Examine the diathesis-stress model in relation to the development of psychopathology in children and adolescents.
6. Demonstrate the ability to locate and describe empirically-supported prevention strategies and treatments for common disorders of childhood and adolescence.

Readings & Materials

There are no required books for this class. I will post articles and chapters for review.

Goals Addressed in this Course

NASP Domain Addressed	GVSU School Psychology Program Core Values and Beliefs
<p><u>2. Consultation and Collaboration</u> School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.</p> <p><u>4. Mental and Behavioral Health Services and Interventions</u> School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p> <p><u>6. Services to Promote Safe and Supportive Schools</u> School psychologists understand principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery</p> <p><u>8. Equitable Practices for Diverse Student Populations</u> School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.</p>	<p>Assessment, intervention, and prevention are based on empirically driven practice and a scientific framework to improve outcomes. Our training and work is grounded in a scientist-practitioner model where individuals understand research, effectively share research with others, and implement and evaluate evidence-based practice.</p> <p>Our first priority is positive student outcomes and supporting those outcomes requires us to understand an individual student's environment and circumstances. We acknowledge how factors such as culture, race, gender, social class, and ability affect children's success and we actively promote equitable and inclusive educational practice.</p> <p>We can positively impact youth in greater, more lasting ways when we improve the broader educational system. We play a crucial role in transforming schools and evaluating outcomes to help schools and communities flourish.</p> <p>Successful multidisciplinary collaboration within teams builds upon supportive, positive relationships. We engage in problem-solving to address the complex needs of staff, students, families, schools and communities because we understand that effective, sustainable solutions are enhanced by knowledge and experiences beyond our own.</p> <p>School psychologists strive to expand their scope of competence through self-reflection and engagement in professional growth. Individuals actively use their disciplinary expertise to serve as leaders, to coach and train others in their schools, and to be advocates for positive change in their communities of practice.</p>

Course Format

This course includes content related to mental health in children and adolescents and is framed from both a clinical and a school-based lens. You will have an opportunity to work with the TRAILS project (<https://trailstowellness.org/>), which allows you to participate in implementing a Tier 2 mental health intervention with students in schools.

This course is designed to be face-to-face with a few dates where we will have synchronous zooms or alternative assignments. During class time, I have included specific opportunities for discussion of important concepts. Please come prepared to engage in discussion, ask questions and respond to articles or portions of studies, as well as have conversation about your progress with the TRAILS intervention. There is so much to learn and discuss!

Policies and Procedures

Students should abide by the [GVSU student code](#) and the [ethical principles of the National Association of School Psychologists](#). These principles serve as a guide for student behavior both on and off-campus. When in schools and practicum settings, you are representing the School Psychology program as well as GVSU. Please be professional, respectful and responsible in your interactions and behaviors. I don't expect there to be any problems, but violations of the ethical and professional standards may result in a range of responses, including a lowered grade, development of an improvement plan, or dismissal from the program. Please reach out if you have any questions. This course is also subject to [GVSU course policies](#).

Accommodations for Students with Disabilities

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or [Disability Support Resources](#) (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if you discuss the specific need with me and it's justified. If a student has a physical disability and thinks they will need assistance evacuating the classroom or building in an emergency, please contact me so I can develop a plan to assist you.

Academic Integrity and Plagiarism

Our graduate program is designed to support your learning and scaffold your independence. As you build these skills, please do not share or take information from others on any test or assignment, or use unauthorized resources on quizzes or tests, or plagiarize information. Information related to academic integrity, misconduct and plagiarism can be found in [GVSU's Student Code](#). Be sure to reference sources in written assignments, and please reach out to me if you have any questions prior to submitting an assignment, project, or test where you're uncertain about how to cite or reference information correctly.

Mental Health and Student Support

Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns can interfere with your academic performance. Faculty in the School Psychology program values your health and wellness and GVSU provides services to support your mental health. If you would like mental health support or are concerned for one of your classmates, you may reach out me and/or connect with the [University Counseling Center](#) for free resources, self-help options, and services. Also, visit [Student Wellness](#) for additional health and wellness programming.

Attendance

In order to actively engage with course content, it is necessary to be in attendance during class sessions. Much of the learning in this course comes from discussion and elaboration on lecture and reading materials. If you need to miss a class (illness, quarantine, or another conflict), please reach out to me ahead of time, and identify a classmate from whom you can obtain any missed information. Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

Technology Use

The use of computers for personal reasons during classes (e.g., checking email, completing activities for another class) will almost certainly interfere with your own learning and can possibly affect the learning of your classmates. Active engagement is the key to learning so please self-monitor your own technology use during class time. I hope we can all commit our full attention to absorbing this interesting content.

Grading

Final grades will be based on the total points as indicated below. More information about each of these assignments will be posted in Blackboard.

<u>Assignment</u>	<u>Point Value</u>	<u>Grading Scale</u>	
TRAILS Website review	20	94 above	A
Case Concept Assignments (2@10 points)	20	90-93	A-
Social Emotional Learning (SEL) Project	40	87-89	B+
TRAILS Final Project	<u>80</u>	83-86	B
Total Points Possible:	160	80-82	B-
		77-79	C+
		73-76	C
		70-72	C-
		67-69	D+
		60-66	D
		59 & below	F

Assignment Summary

More information about each of these assignments will be posted in Blackboard and discussed in class. These descriptions may change in the final version, but the bullet-points below provide some general information.

TRAILS Website Review (20 points)

- Review the [TRAILS](#) website and complete specific tasks outlined in the assignment description to prepare you for this semester's work with the TRAILS curriculum.

Case Concept Assignments (2 @ 10 points each = 20 points)

- These case concept assignments are designed for you to work with your classmates in small groups to answer case study questions that pull together information related to the following topics: Assignment A: Depression; Assignment B: Conduct Problems.
- You will have work time either online or in-class to collaborate with your peers and complete these questions.

Social Emotional Learning (SEL) Project (40 points)

- Review a SEL curriculum/program (we will have a review day in class on 2/1/24 so you can choose a program you are interested in reviewing for this project)
- Provide a handout about that program and information related to one lesson from that program. In your handout describe how you would implement this lesson for a student or small group in a class you support; provide visuals to illustrate the lesson
- Present either individually or in pairs about the SEL program and lesson you chose (4/9/24 or 4/11/24)

TRAILS Project (80 points)

- TRAILS Training: Participate in virtual training with TRAILS on 1/17/24 and 1/18/24.
- Role Play: You will be assigned to complete **one** role-play for the semester with a small group of your classmates. You will only complete one role play, but in addition you should plan to attend at least 4 out of the 5 sessions to learn from your peers.
- TRAILS Implementation: Lead/support implementation of 10 TRAILS lessons at your practicum site (or alternative) with a small group of students.
- Post-Session Responses: Complete brief, post-session responses after each completed TRAILS session using the link provided by the TRAILS project.
- Surveys: Complete pre and post-surveys for the TRAILS project.
- Exam Week TRAILS discussion and Final Reflection: Participate in the TRAILS discussion on our exam day. Submit a final reflection (1-page) about your experience implementing TRAILS.

Course Schedule & Activities: Winter 2024

Week	Lecture Topic	Readings and Assignments	TRAILS Activities
Wk 1: 1/8-1/12	<u>1/9</u> Syllabus; TRAILS intro <u>1/11</u> Intro to Developmental Psychopathology		
Wk 2: 1/15-1/19	<u>1/16</u> Etiology <u>1/17 & 1/18</u> TRAILS Training from 12-3 both days (no class on Thursday)		TRAILS Training (1/17 & 1/18 from 12-3); registration link: https://conta.cc/47GZRYX
Wk 3: 1/22-1/26	<u>1/23</u> TRAILS Content for Role Play 1; Etiology <u>1/25</u> EBT	<u>1/23</u> • Reading: Cicchetti & Rogosch (2002)	
Wk 4: 1/29-2/2	<u>1/30</u> SEL intro <u>2/1</u> TRAILS Content for Role Play 2; SEL material review	<u>1/30</u> • Reading: Cipriano (2023) <u>2/1</u> • Assignment: TRAILS Website Review due	TRAILS Week 1 Session at your practicum site Role Play 1 for TRAILS: 1/30 - Psychoeducation 12:00-12:20: Group 1 12:20-12:40: Group 2 12:40-1:00: Group 3
Wk 5: 2/5-2/9	<u>2/6</u> TRAILS Debrief; Depression & Bipolar Disorder <u>2/8</u> Borderline Personality Disorder, DBT and NSSI	<u>2/6</u> • Readings: Minahan & Rappaport (2012), Ch 5; O'Dor (2021) <u>2/8</u> • Reading: Mehlum (2014)	TRAILS Week 2 Session at your practicum site Role Play 2 for TRAILS 2/8: Relaxation & Mindfulness 12:00-12:20: Group 2 12:20-12:40: Group 3 12:40-1:00: Group 1
Wk 6: 2/12-2/16	<u>2/13</u> TRAILS Content for Role Play 3; Prep for Case Concept Assignment A <u>2/15</u> NO CLASS, Case Concept Assignment A: small group Zooms	<u>2/13</u> • Reading: Shapiro (2013)	TRAILS Week 3 Session at your practicum site
Wk 7: 2/19-2/23	<u>2/20</u> ONLINE SYNCH CLASS: Trauma/PTSD: TF-CBT, CBITS <u>2/22</u> TRAILS Debrief; Trauma/PTSD continued	<u>2/20</u> • Assignment: Case Concept Assignment A (Depression) due <u>2/22</u> • Reading: Fitzgerald & Cohen (2012)	TRAILS Week 4 Session at your practicum site Role Play 3 for TRAILS 2/22: Cognitive Coping 12:00-12:20: Group 3 12:20-12:40: Group 1 12:40-1:00: Group 2

Wk 8: 2/26-3/1	<u>2/27</u> TRAILS content for Role Play 4; Anxiety Disorders <u>2/29</u> Anxiety cont. & Selective Mutism	<u>2/27</u> • Readings: Minahan & Rappaport (2012) Ch 3; Killu & Crundwell (2016)	TRAILS Week 5 Session at your practicum site
GVSU SPRING BREAK – NO CLASS: 3/2-3/10			
Wk 9: 3/11-3/15	<u>3/12</u> Conduct Disorder: Diagnoses & Social Maladjustment Clause <u>3/14</u> TRAILS Debrief; Conduct Disorder: Etiology & Intervention	<u>3/12</u> • Reading: Cloth et al. (2014) <u>3/14</u> • Reading: Minahan & Rappaport (2012), Ch 4	TRAILS Week 6 Session at your practicum site Role Play 4 for TRAILS 3/14: Exposure 12:00-12:20: Group 1 12:20-12:40: Group 3 12:40-1:00: Group 2
Wk 10: 3/18-3/22	<u>3/19</u> TRAILS Content for Role Play 5; Conduct Disorder: School-to-Prison Pipeline, Bullying <u>3/21</u> Conduct Disorder cont.; Case Concept Assignment B in class	<u>3/19</u> • Reading: Bacher-Hicks (2021) <u>3/21</u> • Readings: Latson (2018); Bushman (2018) Youth Violence Comm.	TRAILS Week 7 Session at your practicum site
Wk 11: 3/25-3/29	<u>3/26</u> ADHD <u>3/28</u> TRAILS Debrief; Tic Disorder Class Discussion	<u>3/26</u> • Assignment: Case Concept Assignment B (Conduct Prob's) due • Reading: DuPaul (2011) <u>3/28</u> • Reading: Lewis (2022)	TRAILS Week 8 Session at your practicum site Role Play 5 for TRAILS 3/28: Behavioral Activation 12:00-12:20: Group 2 12:20-12:40: Group 3 12:40-1:00: Group 1
Wk 12: 4/1-4/5	<u>4/2</u> No class ; watch video- medicating youth <u>4/4</u> TRAILS Debrief; Medication Class Discussion	<u>4/2</u> • Watch video link • Review discussion Resource links for class on 4/4	School Spring Break – No TRAILS
Wk 13: 4/8-4/12	<u>4/9</u> SEL Lesson presentations <u>4/11</u> SEL Lesson presentations	<u>4/9 & 4/11</u> • Assignment: SEL Lesson Presentation & Assignment due	TRAILS Week 9 Session at your practicum site
Wk 14: 4/15-4/19	<u>4/16</u> TRAILS Debrief; Autism; Childhood Onset Schizophrenia <u>4/18</u> ASD/COS cont.	<u>4/18</u> • Reading: Ladau (2015)	TRAILS Week 10 Session at your practicum site
EXAM WEEK 4/22-4/26	Thursday, 4/25 1:00-3:00 TRAILS follow-up and Course Wrap-Up	<u>4/25</u> • Assignment: TRAILS Project Due 5:00 pm	

Readings

- Bacher-Hicks, A., Billings, S.B. & Deming, D.J. (2021). Proving the School-to-Prison Pipeline: Stricter middle schools raise the risk of adult arrest. *Education Next*, 21 (4), 52-57.
- Bushman, B.J., Coyne, S.M., Anderson, C.A., Bjorkqvist, K., Boxer, P., Dodge, K.A....Ybarra, M.L. (2018). Risk factors for youth violence: Youth violence commission, International Society for Research on Aggression. *Aggressive Behavior*, 44(4), 331-336.
- Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology*, 70, 6-20.
- Cipriano, C., Strambler, M., Naples, L., Ha, C., Kirk, M., Wood, A., Sehgal, K. ...Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 94, 1181-1204.
- Cloth, A., Evans, S., Becker, S. & Paternite, C. (2014). Social Maladjustment and Special Education: State regulations and continued controversy. *Journal of Emotional and Behavioral Disorders*, 22, 214-224.
- DuPaul, G., Weyandt, L., & Janusis, G. (2011). ADHD in the classroom: Effective intervention strategies. *Theory Into Practice*, 50(1), 35-42.
- Fitzgerald, M. & Cohen, J (2012). Trauma-Focused Cognitive Behavior Therapy for school psychologists. *Journal of Applied School Psychology*, 28, 294-315.
- Killu, K., & Crundwell, M.A. (2016). Students with anxiety in the classroom: Educational accommodations and interventions. *Beyond Behavior*, 25(2), p. 30-41.
- Ladau, E. (2015). Why person-first language does not always put the person first. Think Inclusive blog, MCIE; <https://www.thinkinclusive.us/post/why-person-first-language-doesnt-always-put-the-person-first>
- Latson, J. (2018). Life with a pathologically defiant kid: The tough to treat. *Psychology Today*, Sept. 4, 2018, 72-79. <https://www.psychologytoday.com/us/articles/201809/life-pathologically-defiant-child>
- Lewis, H. (2022). The twitching generation. *The Atlantic*, Feb 27, 2022. <https://www.theatlantic.com/ideas/archive/2022/02/social-media-illness-teen-girls/622916/>
- Mehlum, L., Tormoen, A., Ramberg, M., Haga, E., Diep, L., Laberg, S., Larsson, B., Stanley, B., Miller, A., Sund, A. & Groholt, B. (2014). Dialectical Behavior Therapy for adolescents with repeated suicidal and self-harming behavior: A randomized trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53(10), 1082-1091.
- Minahan, J., & Rappaport, N. (2012). *The Behavior Code*. Harvard Educational Publishing Group. (Selected Chapters)
- O'Dor, S.L., Washburn, J., Howard, K.R., & Reinecke, M.A. (2021). Moderators and predictors of response after 36 weeks of treatment in the Treatment for Adolescents with Depression study (TADS). *Research on Child and Adolescent Psychopathology*, 49, 1489-1501.
- Shapiro, A., Heath, N., Roberts, E. (2013). Treatment of Nonsuicidal Self-Injury: Critical review and implications for school applications. *School Psychology Forum: Research in Practice*, 7, 121-135.
- TRAILS to Wellness: <https://trailstowellness.org/>