Grand Valley State University
PSY 524: Developmental Psychopathology
Winter 2020

Instructor: Jamie Owen-DeSchryver, Ph.D. Course Time: Tu/Th 1:00-2:15
                      Psychology Department   Course Location: MAK B1118
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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.

Goals Addressed in this Course

NASP Standards Addressed	GVSU School Psychology Program Goals Addressed
2.2. Consultation and Collaboration School psychologists have knowledge of varied methods of consultation, collaboration and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. 2.4 Interventions and Mental Health Services to Develop Social and Life Skills School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health 2.6 Preventive and Responsive Services School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response 2.7 Family-School Collaboration Services School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization and mental health; and methods to develop collaboration between families and schools. 2.8 Diversity in Development and Learning School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.	Goal 1: Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity. Goal 2: Students will demonstrate the knowledge and skills needed to collaborate and consult with school professionals, families, and other partners to improve current systems of service delivery to meet the educational and mental health needs of children and adolescents. Goal 4: Students will demonstrate the knowledge and skills to use data to select, implement, and monitor interventions that improve academic, social and behavior outcomes for children and adolescents, and prepare them for post-school success. Goal 6: Students will demonstrate the skills needed to become leaders in the dissemination and implementation of educational practices that are prevention-oriented and improve school systems and policies. Goal 7: Students will demonstrate the knowledge and skills to support the implementation of best practices that improve student and school outcomes from a broad-based ecological-behavioral orientation.

Readings & Materials

There is one required textbook to purchase for this class:

Phifer, L., Crowder, A., Elsenraat, T. & Hull, R. (2018). *CBT Toolbox for children & adolescents*. PESI Publishing.

We will also review many chapters from the *Best Practices in School Psychology* series, and I will provide access to other articles and readings via Blackboard and course reserve.

Course Format
The format of the course will include both lecture and discussion. You should come to class prepared to talk about the content, ask questions, and discuss readings.

Policies and Procedures
Students are expected to abide by the GVSU student code (http://www.gvsu.edu/studentcode/) and the ethical principles of the National Association of School Psychologists (http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx). These principles serve as a guide for student behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before, (3) appropriately engaging during courses and practicum activities, and (4) respecting confidentiality. When in schools and practicum settings, students represent the School Psychology program as well as GVSU and we expect students' behavior to be professional, respectful, and responsible. Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program. This course is also subject to the GVSU policies listed at http://www.gvsu.edu/coursepolicies/

Accommodations for Students with Disabilities
If any student needs academic accommodations because of a learning, physical, or other disability, please contact 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. Furthermore, if a student has a physical disability and thinks he/she will need assistance evacuating the classroom and/or building in an emergency situation, please contact the instructor so she can develop a plan to assist the student.

Academic Integrity and Plagiarism
Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or provide/sell other students papers or assignments not authorized by the instructor. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

Canceled Classes
If classes are canceled at the university, any lecture or activity missed due to cancellation will take place at the next class meeting.

Attendance

Students are expected to attend and participate in all classes. Two absences due to illness or unanticipated emergency are allowed. Additional absences from class will result in a 5-point grade deduction for each missed class. If students miss a class for any reason, they are responsible for obtaining any information missed through a classmate. Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion.

Technology Use

Students are encouraged to use computers during class to take notes and to follow along with the instructor. However, the use of computers for personal reasons (e.g., checking email or using Facebook) during class is inappropriate and can interfere with the learning of other students. The instructor will use discretion in reducing grades for those students who are using computers in a disrespectful manner when class is in session. Please silence cell-phones during class.

Grading

Grading for PSY 524

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

Assignment	Point Value
Resilience Mini-Assignment	10
CBT Techniques Assignment	20
Mid-Term Check-In Meeting	5
Family Collaboration Assignment	30
Social-Emot Curric Project	40
Concept Quizzes	40
Total Points Possible:	145

Grading Scale	
94 above	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
59 & below	F

Assignment Summary

- ➢ Resilience Mini-Assignment (10 points)

- ➢ CBT Techniques Assignment (20 points)

- ➢ Mid-Term Check-In Meeting (5 points)
  - The primary purpose of this brief meeting is to review your Social-Emotional Curriculum Project, but we can discuss any issues or questions that you have; this meeting can be scheduled individually or in small groups

- ➢ Family Collaboration Assignment (30 points total)
  - Part 1: Review of one Best Practices Chapter on Family-School Collaboration and creation of a resource summary to share with peers (10 points)
  - Part 2: Parent Training article(s) response and reflection (20 points)

- ➢ Social Emotional Curriculum Implementation Project (40 points total)
  - Part 1: Review/Overview of Curriculum Program (10 points)
  - Part 2: Lesson Description (10 points)
  - Part 3: Reflection on Lesson Implementation (10 points)
  - Part 4: 10-minute Presentation on Curriculum Lesson (10 points)

- ➢ Concept Quizzes (2 @ 20 points each, 40 points total)

Readings

Book Chapters

Several Chapters from the *Best Practices in School Psychology* series are assigned:
- Student Level Services, Chapter 16
- Student Level Services, Chapter 24
- Collaborative and Data Based Decision-Making, Chapter 26

Creed, T., Reisweber, J., & Beck. A.E. (2011). *Cognitive Therapy for Adolescents in School Settings*. New York: Guilford Publishing. Chapter 3.

Phifer, L., Crowder, A., Elsenraat, T. & Hull, R. (2018). *CBT Toolbox for children & adolescents*. PESI Publishing.

Course Articles and Additional Readings

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist, 61*, 271-285. Development and Psychopathology, *20*, 899-911.

Barkley, R. (2006). 80+ classroom accommodations for children or teens with ADHD. Reprinted from *The ADHD Report*, Vol. 16(4), pp. 7-10.

Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology, 70*, 6-20.

Cloth, A.H., Evans, S.W., Becker, S.P. & Paternite, C.E. (2014). Social Maladjustment and Special Education: State regulations and continued controversy. *Journal of Emotional and Behavioral Disorders, 22*, 214-224.

Drabick, D.A. & Kendall, P.C. (2010). Developmental Psychopathology and the diagnosis of mental health problems among youth. *Clinical Psychology, 17*, 272-280.

Dodge, K. & McCourt, S. (2010). Translating models of antisocial behavioral development into efficacious intervention policy to prevent adolescent violence. *Developmental Psychobiology, 52*, 277-285.

DuPaul, G.J., Weyandt, L.I., & Janusis, G.M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory Into Practice, 50*, 35-42.

Fitzgerald, M.M. & Cohen, J.A. (2012). Trauma-Focused Cognitive Behavior Therapy for school psychologists. *Journal of Applied School Psychology, 28*, 294-315.

Green, J.H., Passarelli, R.E., Smith-Millman, M.K., Wagers, K. & Kalormis, A.E. (2018). A study of an adapted social-emotional learning: Small group curriculum in a school setting. *Psychology in the Schools, 56*, 109-125.

Harris, R. (2006). Embracing your demons: An overview of Acceptance and Commitment Therapy. Psychotherapy in Australia, 12, 1-8.

Herzig-Anderson, K., Colognori, D., Fox, J.K., Stewart, C.E. & Warner, C.M. (2012). School-based anxiety treatments for children and adolescents. *Child and Adolescent Psychiatric Clinics of North America, 21*, 655-668.

Iovannone, R., Dunlap, G., Huber, H. & Kincaid, D. (2003). Effective educational practices for students with Autism Spectrum Disorders. *Focus on Autism and Other Developmental Disabilities, 18(3)*, 150-165.

Kazdin, A.E., Kraemer, H.C., Kessler, R.C., Kupfer, D.J., & Offord, D.R. (1997). Contributions of risk-factor research to developmental psychopathology. *Clinical Psychology Review, 17,* 375-406.

Killu, K., & Crundwell, M.A. (2016). Students with anxiety in the classroom: Educational accommodations and interventions. *Beyond Behavior, 25(2)*, p. 30-41.

Low, S., Frey, K.S., & Brockman, C.J. (2010). Gossip on the playground: Changes associated with universal intervention, retaliation beliefs, and supportive friends. *School Psychology Review, 39(4)*, 536-551.

March, J. (2004). Fluoxetine, Cognitive-Behavioral Therapy, and their combination for adolescents with Depression: Treatment for Adolescents with Depression Study (TADS) Randomized Controlled Trial. Journal of the American Medical Association (Reprinted), 292, 807-820.

Miller, A.L., Wyman, S.E., Huppert, J.D., Glassman, S.L. & Rathus, J.H. (2000). Analysis of behavioral skills utilized by suicidal adolescents receiving Dialectical Behavior Therapy. *Cognitive and Behavioral Practice, 7,* 183-187.

NASP Position Statement (2011). *Lesbian, Gay, Bisexual, Transgender, and Questioning Youth.*

Pisani, A., Wyman, P., Petrova, M., Schmelk-Cone, K., Goldston, D., Xia, Y. & Gould, M. (2013). Emotion regulation difficulties, youth-adult relationships, and suicide attempts among high school students in underserved communities.   *Journal of Youth Adolescence, 42*, 807-830.

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.

Renshaw, T.L., Bolognino, S.J., Fletcher, S.P., Long, A.C. (2015). Using mindfulness to improve well-being in schools. *NASP Communique', 43*(6).

Spoth, R.L., Redmond, C., Trudeau, L. & Shin, C. (2002). Longitudinal substance initiation outcomes for a universal preventive intervention combining family and school programs. *Psychology of Addictive Behaviors, 16*, 129-134.

Swearer, S.M., Espelage, D.L., Vaillancourt, T., Hymel, S. (2010). What can be done about school bullying?: Linking research to educational practice*. Educational Researcher, 39*, 38-47.

Webster-Stratton, C. & Taylor, T. (2001). Nipping early risk factors in the bud: Preventing substance abuse, delinquency, and violence in adolescence through interventions targeted at young children (0-8 years). *Prevention Science, 2(3),* 165-192.

Weisz, J.R., Jensen-Doss, A. & Hawley, K.M. (2006). Evidence-based youth psychotherapies versus usual clinical care: A meta-analysis of direct comparisons. *American Psychologist, 61*, 671-689.

Course Schedule Winter 2020		
Week	**Lecture Topic**	**Readings and Assignments**
Wk 1:	INTRODUCTION TO D.P. • 1/7: Syllabus; DSM-5 and Educational Eligibility • 1/9: Introductory Concepts	
Wk 2:	ETIOLOGY • 1/14: Etiology • 1/16: Etiology	• Intro Concepts: Kazdin, Kraemer et al. (1997) • Intro Concepts: Cicchetti & Rogosch (2002) • Etiology: Drabick & Kendall (2010)
Wk 3:	EBT & RESILIENCE • 1/21: EBT & Research • 1/23 NO CLASS	• EBT: Weisz (2006) – discussion section • EBT: APA Presidential Task Force (2006) 1/23 – No class, but take **Concept Quiz 1** online prior to 1/28
Wk 4:	EBT & RESILIENCE • 1/28: NO CLASS- Complete Resilience Mini Assignment • 1/30: Resilience	• Resilience: *Best Practices-Student Level Services*; Chapter 16: Fostering student resilience Thursday, 1/30 – **Resilience Mini Assignment** due
Wk 5:	CLINICAL INTERVENTION TECHNIQUES • 2/4: Cognitive Behavior Therapy (CBT); Acceptance & Commitment Therapy (ACT); Mindfulness • 2/6: Clinical Intervention Techniques (cont.)	• CBT: *Creed* (2011); Cognitive Techniques Chapter 3 • ACT: Harris (2006) • Mindfulness: Renshaw et al. (2015)
Wk 6:	CLINICAL INTERVENTION TECHNIQUES • 2/11: CBT Techniques Assignment • 2/13: Social-Emotional Learning	• SEL: Green (2018) Tuesday, 2/11 – **CBT Techniques Assignment**
Wk 7:	DEPRESSION • 2/18: Diagnoses: Depression & Concept Overview • 2/20: Bipolar Disorder; Borderline Personality Disorder Dialectical Behavior Therapy; Non-Suicidal Self-Injury	• Depression: March (2004) • Bipolar/Borderline: Miller et al. (2000) • NSSI: Shapiro et al. (2013) **Mid-Term Meetings**
Wk 8:	TRAUMA; ACES • 2/25: Trauma; ACES • 2/27: Trauma-Focused CBT	• Trauma-focused CBT: Fitzgerald & Cohen (2012) **Mid-Term Meetings**
Spring Break Week (3/1-3/8)		

Wk 9:	ANXIETY DISORDERS • 3/10: Diagnosis: Generalized Anxiety Disorder; Social Anxiety Disorder; Obsessive-Compulsive Disorder; Concept overview • 3/12: Interventions for Anxiety Disorders	• *Best Practices-Student Level Services*; Chapter 24: School based interventions for anxiety & depression • Anxiety: Killu & Crundwell (2016) • Anxiety: Herzig-Anderson et al. (2012) Thursday, 3/12 – **Family Collaboration Assignment** due
Wk 10:	CONDUCT DISORDERS • 3/17: Diagnosis & Eligibility; Oppositional Defiant Disorder, Conduct Disorder, Social Maladjustment • 3/19: Etiology; Intervention	• ODD/CD: Dodge & McCourt (2010) • ODD/CD: Webster-Stratton & Taylor (2001) • Psychology Today (2018) "Tough to Treat" • Social Maladjustment: Cloth et al. (2014)
Wk 11:	CONDUCT DISORDERS • 3/24: Bullying, Relational Aggression; • 3/26: School-to-Prison Pipeline; ISRA	• Bullying: Swearer et al. (2010) • Relational Aggression: Low, Frey & Brockman (2010) • ISRA Youth Violence Statement (2018): http://www.israsociety.com/special-statement/report-of-the-youth-violence-commission
Wk 12:	ADHD • 3/31: Diagnosis & Eligibility; Medication Intervention • 4/2: Organizational Skills Training; Behavioral Interventions	• ADHD: DuPaul (2011) • ADHD: Barkley (2006) • *Best Practices– Collaborative and Data-Based Decision Making:* Chapter 25. Assessment of Youth with ADHD
Wk 13:	AUTISM • 4/7: NO CLASS – ONLINE LECTURE; Diagnosis & Eligibility • 4/9: NO CLASS – ONLINE LECTURE; School-Based Interventions for Students with ASD	• *Best Practices– Collaborative and Data-Based Decision Making:* Chapter 26. Best Practices in Early Identification and Services for Children with ASD • Iovannone, Dunlap, Huber & Kincaid (2003)
Wk 14:	OTHER ISSUES THAT MAY BE ADDRESSED IN SCHOOLS • 4/14: *(We will briefly discuss a subset of these topics)* Substance Abuse; Tourette's/Tic Disorder, Selective Mutism, Suicide, Eating Disorders, Teaching Tolerance • 4/16: Concept Quiz 2	• Subst Abuse: Spoth et al. (2002) • Suicide: Pisani, et al. (2013) • LGBTQ Youth & Bullying: NASP Position Statement (2011) on LGBTQ Youth • *Selected articles may be provided based on discretionary topics* Bring notes to class related to **Concept Quiz 2** on Thursday, 4/16. We will complete this in class.
EXAM WEEK	DATE?	**Social-Emotional Curriculum Implementation Project** and Presentation due