

Grand Valley State University
PSY 524: Developmental Psychopathology
Winter 2021

Instructor: Jamie Owen-DeSchryver, Ph.D.
Course Time: Synchronous Class on Tuesdays from 1:00-2:15
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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
<p>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.</p> <p>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</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Goal 1: Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Readings & Materials

There are two required books to purchase for this class:

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

Mischel, W. (2014). *The Marshmallow Test: Mastering self-control*. Hachette Book Group: New York.

We will also review several chapters from the *Best Practices in School Psychology* series, and I will provide access to other articles and readings via Blackboard and course reserve. In addition, we will review chapters from the book, *The Behavior Code*, by Minahan & Rappaport (2012).

Course Format

I will post lecture videos online the weekend before the topic begins. In our synchronous class sessions on Tuesdays from 1:00-2:15, we will engage in discussion, activities, and complete group work related to the content for the week.

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. Given the current pandemic, the plan is to complete most of our classes via zoom, so it shouldn't be necessary to cancel a class.

Attendance

Students are expected to attend and participate in all synchronous classes. 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

Given that much of our class instruction will take place in an online platform, it is important that you self-monitor your own behavior and follow along with the instructor and course discussion. The use of computers for personal reasons (e.g., checking email or using Facebook) can interfere with the learning of other students and certainly will interfere with your own learning. Active engagement is the key to learning!

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.

<u>Assignment</u>	<u>Point Value</u>	<u>Grading Scale</u>
The Behavior Code Assignment	20	94 above A
CBT Techniques Assignment	20	90-93 A-
Family Collaboration Assignment	30	87-89 B+
Social Emot Curric Project	40	83-86 B
Reading Quizzes/Reflections	<u>60</u>	80-82 B-
		77-79 C+
		73-76 C
		70-72 C-
		67-69 D+
		60-66 D
		59 & below F
Total Points Possible:	170	

Assignment Summary

- *The Marshmallow Test* Assignment (20 points)
- CBT Techniques Assignment (20 points)
- 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)
- Reading Quizzes/Reflections (6 quizzes, 10 points each; 60 points total)

Readings

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.

Conn, A., Nelms, S. & Marsh, V. (2020). Creating a culture of care. *Educational Leadership*, 78, 58-63.

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.

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

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

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

Elias, M. (2019). What if the doors of every schoolhouse opened to Social-Emotional Learning tomorrow: Reflections on how to feasibly scale up high-quality SEL. *Educational Psychologist*, 54, 233-245.

Etherington, V. & Costello, S. (2019). Comparing universal and targeted delivery of a mindfulness-based program for anxiety in children. *Journal of Psychologists and Counsellors in Schools*, 29, 22-38.

- Fitzgerald, M.M. & Cohen, J.A. (2012). Trauma-Focused Cognitive Behavior Therapy for school psychologists. *Journal of Applied School Psychology, 28*, 294-315.
- 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.
- Killu, K., & Crundwell, M.A. (2016). Students with anxiety in the classroom: Educational accommodations and interventions. *Beyond Behavior, 25*(2), p. 30-41.
- Latson, J. (2018). The tough to treat. *Psychology Today, Sept/Oct issue*, 72-79.
- 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.
- Minahan, J., & Rappaport, N. (2012). *The behavior code*. Harvard Educational Publishing Group.
- Mischel, W. (2014). *The Marshmallow Test: Mastering self-control*. Hachette Book Group: New York.
- Morsette, A., Swaney, G., Stolle, D., Schuldberg, D., van den Pol, R. & Young, M. (2008). Cognitive Behavioral Intervention for Trauma in Schools (CBITS): School-based treatment on a rural American Indian reservation. *Journal of Behavior Therapy and Experimental Psychiatry, 40*, 169-178.
- Phifer, L., Crowder, A., Elsenraat, T. & Hull, R. (2018). *CBT Toolbox for children & adolescents*. PESI Publishing.
- 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.
- Seligman, M., Ernst, R., Gillham, J. Reivich & Linkins (2009). Positive education: positive psychology and classroom interventions. *Oxford Review of Education, 35*, 293-311.
- 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.
- Yang, J., Anyon, Y., Pauline, M., Wiley, K., Cash, D., Downing, B., Greer, E., Kelty, E., Morgan, T. & Pisciotto, L. (2018). "We have to educate every single student, not just the ones that look like us": Support

service providers' beliefs about the root causes of the School-to-Prison Pipeline for youth of color. *Equity and Excellence in Education*, 51, 316-331.

Several Chapters from the *Best Practices in School Psychology* series are assigned:

- Collaborative and Data Based Decision-Making, Chapter 25
- Collaborative and Data Based Decision-Making, Chapter 26

Course Schedule Winter 2020		
Week	Lecture Topic	Readings and Assignments
Wk 1: 1/19-1/24	INTRODUCTION TO D.P. • 1/19: synchronous class	
Wk 2: 1/25-1/31	ETIOLOGY • 1/26: synchronous class	<ul style="list-style-type: none"> • Intro Concepts: Cicchetti & Rogosch (2002) • Etiology: Drabick & Kendall (2010) • Begin reading <i>The Marshmallow Test: part 1</i>
Wk 3: 2/1-2/7	EBT & RESILIENCE • 2/2: synchronous class	<ul style="list-style-type: none"> • EBT: Weisz (2006) • Resilience: Seligman et al. (2009) • Resilience: Conn, Nelms & Marsh (2020) <p>Reading Quiz 1 due Sunday 2/7 by midnight</p>
Wk 4: 2/8-2/14	CLINICAL INTERVENTION TECHNIQUES • 2/9: synchronous class	<ul style="list-style-type: none"> • CBT: <i>Creed</i> (2011); Cognitive Techniques Chpt 3 • ACT: Harris (2006) • Mindfulness: Etherington & Costello (2019)
Wk 5: 2/15-2/21	CLINICAL INTERVENTION TECHNIQUES • 2/16: synchronous class	<ul style="list-style-type: none"> • SEL: Elias (2019) • <i>The Marshmallow Test: part 1</i> due • Begin <i>Marshmallow Test: part 2</i> <p>Reading Quiz 2 due Sunday 2/21 by midnight</p>
Wk 6: 2/22-2/28	DEPRESSION • 2/23: synchronous class	<ul style="list-style-type: none"> • Depression: March (2004) • Depression: Minahan & Rappaport (2012), Chpt 5 • Bipolar/Borderline: Miller et al. (2000) • NSSI: Shapiro et al. (2013) <p>CBT Techniques Assignment due Sunday, 2/28 by midnight</p>
Wk 7: 3/1-3/7	TRAUMA INTERVENTION • 3/2: synchronous class	<ul style="list-style-type: none"> • Trauma-focused CBT: Fitzgerald & Cohen (2012) • CBITS: Morsette et al. (2007) <p>Reading Quiz 3 due Sunday 3/7 by midnight</p>
Wk 8: 3/8-3/14	ANXIETY DISORDERS • 3/9: synchronous classes	<ul style="list-style-type: none"> • Anxiety: Minahan & Rappaport (2012), Chapter 3 • Anxiety: Killu & Crundwell (2016) • Anxiety: Herzig-Anderson et al. (2012) <p>Reading Quiz 4 due Sunday, 3/14 by midnight</p>

Wk 9: 3/15-3/21	CONDUCT DISORDERS • 3/16: synchronous class	<ul style="list-style-type: none"> • ODD/CD: Minahan & Rappaport (2012), Chapter 4 • ODD/CD: Latson (2018) • ODD/CD: Webster-Stratton & Taylor (2001) • Social Maladjustment: Cloth et al. (2014) <p>Family Collaboration Assignment due Sunday 3/21 by midnight</p>
Wk 10: 3/22-2/28	CONDUCT DISORDERS • 3/23: synchronous class	<ul style="list-style-type: none"> • Bullying: Swearer et al. (2010) • ISRA Youth Violence Statement (2018): http://www.israsociety.com/special-statement/report-of-the-youth-violence-commission • School-to-Prison Pipeline: Yang (2018) <p>Reading Quiz 5 due Sunday, 4/11 by midnight</p>
Wk 11: 3/29-4/4	ADHD • 3/30: synchronous class	<ul style="list-style-type: none"> • ADHD: DuPaul (2011) • ADHD: Barkley (2006) • ADHD: <i>Best Practices– Collaborative and Data-Based Decision Making</i>: Chapter 25. Assessment of Youth with ADHD • Finish <i>Marshmallow Test</i> part 2 • Begin <i>Marshmallow Test</i> part 3
Wk 12: 4/5-4/11	AUTISM • 4/6: synchronous class	<ul style="list-style-type: none"> • ASD: <i>Best Practices– Collaborative and Data-Based Decision Making</i>: Chapter 26. Best Practices in Early Identification and Services for Children with ASD • ASD: Iovannone, Dunlap, Huber & Kincaid (2003) <p>Reading Quiz 6 due Sunday, 4/11 by midnight</p>
Wk 13: 4/12-4/18	MYSTERY TOPICS • 4/13: synchronous class	<ul style="list-style-type: none"> • Finish <i>Marshmallow Test</i> part 3 <p>The Marshmallow Test Assignment due Sunday, 4/25 by midnight</p>
Wk 14: 4/19-4/25	MYSTERY TOPICS • 4/20: synchronous class	
EXAM WEEK	• 4/27: synchronous class from 1:00-3:15?	Social-Emotional Curriculum Implementation Project and Presentation due 4/28 5:00 pm