

Grand Valley State University

PSY 524: Developmental Psychopathology

Winter 2022

Instructor: Jamie Owen-DeSchryver, Ph.D.
Course Info: Tu/Th:1:00-2:15; LSH 229
Office: 1319 Au Sable Hall
Phone: (616) 331-8703 (You will likely reach me more quickly via email)
E-mail: owendesj@gvsu.edu
Office Hours: Tu/Th 10:30-11:30 or by appointment

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 is only one required book to purchase for this class.

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

Can purchase from Amazon: <https://www.amazon.com/CBT-Toolbox-Children-Adolescents-Worksheets/dp/1683730755>

We will also review chapters from the book, *The Behavior Code*, by Minahan & Rappaport (2012) and additional articles will be posted in BlackBoard.

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>

Course Format

This course is scheduled as a face-to-face course, but as you know, we are still in the midst of a pandemic, which has the potential to affect planning for this semester. As the need arises, I will adjust the schedule and delivery methods this semester. Safety is the highest priority, so we are all expected to follow the current [GVSU policy for face coverings](#) in classrooms.

The content for this course requires some discussion so I will try to provide many opportunities for conversation, questions and engagement during our class time. To accomplish this, I may sometimes provide video lectures that you should listen to outside of class time. I will plan to have these videos posted by the Saturday before that content will be discussed in class on Tuesday so you will have time to review the videos.

Policies and Procedures

Students are expected to 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. 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 [GVSU course policies](#).

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 me so I can develop a plan to assist you.

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](#) related to academic integrity, misconduct and plagiarism. 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

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 for any reason (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.

Technology Use

The use of computers for personal reasons (e.g., checking email) can interfere with the learning of other students and certainly will interfere with your own learning. 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 learning this interesting content.

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>	
CBT Techniques Assignment	20	94 above	A
Family Collaboration Assignment	30	90-93	A-
Social Emotional Curriculum Impl. Project	40	87-89	B+
Mini Assignment/ Content Quizzes	<u>60</u>	83-86	B
Total Points Possible:	150	80-82	B-
		77-79	C+
		73-76	C
		70-72	C-
		67-69	D+
		60-66	D
		59 & below	F

Assignment Summary

CBT Techniques Assignment

This assignment requires students to review and consider CBT interventions used in school environments. Students will identify lessons from the required text for this class (the *CBT Toolbox for Children & Adolescents*), and the [Trails to Wellness](#) website. (20 points)

Family Collaboration Assignment

The implementation of mental health supports for children and adolescents requires the involvement of many systems, such as schools and agencies, working collaboratively with families. This assignment will require students to respond to research and reflect on strategies to support family/school collaboration. (30 points)

Social Emotional Curriculum Implementation Project

Social emotional interventions are often used in schools to support student mental health, and school psychologists may be involved in the implementation or evaluation of these interventions. This assignment provides students with the opportunity to practice implementing SEL lessons. (40 points)

- 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)

Mini Assignment/Content Quizzes

These quizzes and brief mini-assignments are spaced throughout the semester, and will provide opportunities for you to practice with content and demonstrate your understanding of core concepts and reading topics. I will provide information ahead of time about the format for each mini-assignment or quiz. (6 assignments/ quizzes, 10 points each; 60 points total)

Course Schedule Winter 2022

Week	Lecture Topic	Readings and Assignments
Wk 1: 1/9-1/15	INTRODUCTION TO D.P. • 1/11 • 1/13	
Wk 2: 1/16-1/22	ETIOLOGY • 1/18 • 1/20	<ul style="list-style-type: none"> • Intro Concepts: Cicchetti & Rogosch (2002) • Etiology: Drabick & Kendall (2010)
Wk 3: 1/23-1/29	EBT & RESILIENCE • 1/25 • 1/27	<ul style="list-style-type: none"> • EBT: Weisz (2006) • Resilience: Seligman et al. (2009) • Resilience: Conn, Nelms & Marsh (2020) <p>Mini-Assignment/Content Quiz 1 due Sun, 1/30 by midnight</p>
Wk 4: 1/30-2/5	CLINICAL INTERVENTION TECHNIQUES • 2/1 • 2/3	<ul style="list-style-type: none"> • CBT: Creed (2011); Cognitive Techniques Chpt 3 • ACT: Harris (2006) • Mindfulness: Etherington & Costello (2019)
Wk 5: 2/6-2/12	CLINICAL INTERVENTION TECHNIQUES • 2/8 • 2/10	<ul style="list-style-type: none"> • SEL Materials reviewed in class (no readings) <p>CBT Techniques Assignment due Sunday, 2/13 by midnight</p>
Wk 6: 2/13-2/19	DEPRESSION • 2/15 • 2/17	<ul style="list-style-type: none"> • Depression: Minahan & Rappaport (2012), Chpt 5 • NSSI: Shapiro et al. (2013) <p>Mini-Assignment/Content Quiz 2 due Sun, 2/20 by midnight</p>
Wk 7: 2/20-2/26	TRAUMA INTERVENTION • 2/22 • 2/24	<ul style="list-style-type: none"> • Trauma-focused CBT: Fitzgerald & Cohen (2012)
Wk 8: 2/27-3/5	ANXIETY DISORDERS • 3/1 • 3/3 – No Class	<ul style="list-style-type: none"> • Anxiety: Minahan & Rappaport (2012), Chapter 3
GVSU SPRING BREAK – NO CLASS: 3/6-3/12		

Wk 9: 3/13-3/19	ANXIETY DISORDERS • 3/15 • 3/17	<ul style="list-style-type: none"> Anxiety: Killu & Crundwell (2016) Mini-Assignment/Content Quiz 3 due Sun, 3/20 by midnight
Wk 10: 3/20-3/26	CONDUCT DISORDERS • 3/22 • 3/24	<ul style="list-style-type: none"> ODD/CD: Minahan & Rappaport (2012), Chapter 4 ODD/CD: Latson (2018) Social Maladjustment: Cloth et al. (2014) Family Collaboration Assignment due Sunday 3/27 by midnight
Wk 11: 3/27-4/2	CONDUCT DISORDERS • 3/29 • 3/31	<ul style="list-style-type: none"> ISRA Youth Violence Statement (2018): http://www.israsociety.com/special-statement/report-of-the-youth-violence-commission School-to-Prison Pipeline: Yang (2018) Mini-Assignment/Content Quiz 4 due Sunday 4/3 by midnight
Wk 12: 4/3-4/9	MEDICATION INTERVENTION FOR YOUTH WITH D.P. • 4/5: No class • 4/7: Synchronous class	<ul style="list-style-type: none"> VIDEO Resource links to be posted Mini-Assignment/Content Quiz 5 due Sunday 4/10 by midnight
Wk 13: 4/10-4/16	ADHD • 4/12 • 4/14	<ul style="list-style-type: none"> ADHD: DuPaul (2011) ADHD: Barkley (2006)
Wk 14: 4/17-4/23	AUTISM • 4/19 • 4/21	<ul style="list-style-type: none"> ASD: Iovannone, Dunlap, Huber & Kincaid (2003) Mini-Assignment/Content Quiz 6 due Sunday 4/24 by midnight
EXAM WEEK 4/24-4/30	• Tuesday, 4/26 1:00-3:00	Social-Emotional Curriculum Implementation Project ; Presentation on 4/26 from 1:00-3:00, full project materials submitted in BB by 4/28 at 5:00 pm

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.

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.

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.

Minahan, J., & Rappaport, N. (2012). *The behavior code*. Harvard Educational Publishing Group. (Selected Chapters)

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.

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. & Pisciotta, 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.