Grand Valley State University
PSY 524: Developmental Psychopathology
With PSY 644 Clinical Practicum
Winter 2015

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Psychology Department
Course Time: Tu/Th – 1:00-2:15
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Office Hours: Tu/Th 11:30-1:00 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 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.
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

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<tr>
<th>NASP Standards Addressed</th>
<th>GVSU School Psychology Program Goals Addressed</th>
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</table>
| **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. | Goal 1: Students will engage and practice in a legal, professional and ethical manner that demonstrates respect for student, family, and school diversity. |
| **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. | 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. |
| **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. | 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. |
| **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. | 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. |
| **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 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

Required Text:


This book is available online at GVSU, but it is NOT an expensive book and can be ordered through Guilford or Amazon. I think you will find that this is a good book to add to your personal resources for the future.
Course Format
The format of the course will include both lecture and discussion. Since there is no primary textbook, I will provide you with background information via notes (posted in Blackboard) that you should review prior to class. These notes will provide a foundation for the topics we will be covering. You should come to class prepared to talk about this content, ask questions, and discuss readings. I will also ask you to make connections between course content and your applied clinical practicum experiences. You will spend approximately 4-6 hours per week in your Clinical practicum setting as part of PSY 644.

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 the schools, 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.

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 highly inappropriate and disrespectful to other students and the instructor. 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.

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<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>Video Review</td>
<td>5</td>
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<tr>
<td>Video Review &amp; Resource Sheet</td>
<td>15</td>
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<tr>
<td>Practicum Assignments/Reflections</td>
<td>30</td>
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<tr>
<td>Concept Quizzes</td>
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<td>Presentation &amp; EBT Summary</td>
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<tr>
<td>Final Project: Diagnosis Summaries</td>
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<td>140</td>
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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

Grading for PSY 644:
Grades for Psy 644 will be based on successful engagement in your practicum. You will also be expected to complete practicum assignments/reflections and submit your practicum log. We will regularly discuss practica in class, and it is expected that you will
contribute and share information related to your experiences to enhance learning for all students. Be aware of confidentiality and use pseudonyms when referring to particular children or clients in these placements. Some of the clinical practicum placements will be very hands-on and will have you, as graduate students, working directly with clients, other placements will merely involve observation. The differences in activities and expectations based on your placement will not affect your grade. More information about practicum logs and expectations will be provided in class and via Blackboard.

**Assignment Descriptions**

**Video Review (5 points)**
This assignment involves reviewing a video from the Effective Child Therapy website: [http://www.effectivechildtherapy.fiu.edu/professionals/keynotes#Miscellaneous](http://www.effectivechildtherapy.fiu.edu/professionals/keynotes#Miscellaneous). Click on “professionals” and then “view list” on the Keynote Overview Videos box. You may choose to review any of the videos that are listed. The videos are each approximately one hour in length. You will review a video of your choice, and describe key information you learned in a 1-page summary.

**Video Review & Resource Sheet (15 points)**
Review a second video from the Effective Child Therapy website. This time, specifically choose a topic that is related to a disorder. Again, review the video and describe key information you learned from the video in a 1-page summary. Additionally, you will be asked to create a 1-page resource sheet related to this evidence-based treatment that you could provide to a parent, teacher, school or agency professional. Use information from the video specifically (you don’t have to find any additional resources for this assignment). This resource should be user-friendly and visually-appealing, but make sure the content is representative of the most important information that the audience would need to understand about this practice. Your information sheet is not expected to provide enough information to assure implementation, but it IS meant to help the audience to know the types of interventions that are recommended and why. Also make sure your information sheet directs the recipient to get more information about this intervention at the Effective Child Therapy website.

**Practicum Assignments/Reflections (3 @ 10 points each = 30 points)**
There will be three practicum reflection assignments for this course. Each reflection should be approximately 1-3 pages.

- **Reflection #1** - The first reflection assignment will require you to discuss some of the benefits/challenges of collaboration between agencies and schools. This reflection can be based on experiences you’ve had in your clinical practicum placement, or can be based on discussions during class. What is difficult about the process of collaboration, and why would it be beneficial to form better partnerships? Are there any strategies that you have seen employed that make this process easier and more successful?

- **Reflection #2** - The second reflection assignment focuses on collaboration between parents and professionals. At your practicum site, what have you observed in terms of parent support and connections with professionals? How are parents engaged in the assessment or intervention process? Does it feel like a welcoming environment? Use course readings to help outline reasons that it is beneficial to engage with and support parents.
• Reflection #3 - The third reflection assignment will relate to the Creed (2011) book, *Cognitive Therapy for Adolescents in School Settings*. Describe what you have learned from the Creed book, and how you envision that you could apply these techniques with children, adolescents or the parents & professionals who are supporting them. Explore how these concepts could be applied to benefit a particular child or adolescent at your clinical practicum site, or a student at your school-based assessment practicum site. You are not expected to IMPLEMENT the cognitive therapy, just discuss how a professional COULD implement the therapy, and why this might be beneficial to the child or adolescent.

**Concept Quizzes (2 @ 10 points each = 20 points)**
There will be two Concept Quizzes this semester. These will be brief, in-class quizzes related to important terminology and concepts we’ve discussed in this course. Quizzes will involve a few multiple choice questions, along with short answer or fill-in questions. These are not meant to be comprehensive quizzes, but are meant to target the most important concepts that we have discussed in the course. I will provide further information about the concept quizzes prior to the first one.

**Presentation and EBT Summary (30 points)**
In order to provide exposure and resources related to a range of mental health issues that might be affecting students in school settings, you will be asked to complete a summary of a prevention/intervention program for a particular diagnosis. You will present information about this topic to your classmates on an assigned date, and will also share a summary sheet with each classmate. Thus, at the end of the semester, each of you will have a summary resource sheet for eleven different mental health issues that you might face in your future careers.

Once you have identified your topic, you should work with me to identify a treatment manual or guide that you can review related to this intervention, then also review at least 3 research articles on that intervention. You will summarize information from these sources in your resource sheet, and during your presentation. The presentation should be approximately 15-minutes in length.

I have listed topics below that are potential options for this assignment, but please speak with me if there is another topic that you are particularly interested in reviewing as an alternative to one of these.

<table>
<thead>
<tr>
<th>Presentation and EBT Summary Topic Options</th>
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<tbody>
<tr>
<td>1 School-Based Suicide Prevention Programs</td>
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<tr>
<td>2 Eating Disorder Prevention (e.g., Body Logic program)</td>
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<tr>
<td>3 Substance Abuse Prevention</td>
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<tr>
<td>4 DBT for Bipolar/ Borderline Adolescents</td>
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<tr>
<td>5 Intervention for Tics/Tourette Syndrome</td>
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<td>6 Intervention for Cutting/Non-Suicidal Self-Injury</td>
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<tr>
<td>7 Intervention for Trauma following Physical or Sexual Abuse</td>
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<td>8 Bullying Prevention</td>
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<td>9 School-Based Intervention to Reduce Childhood Obesity</td>
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<td>10 Interventions to Address Bullying of Gay, Lesbian, Bisexual or Transsexual Youth</td>
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<tr>
<td>11 CBT for Obsessive-Compulsive Disorder</td>
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<td>12 Coping Cat for Anxiety Disorders</td>
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</table>
Final Project: Diagnosis Summaries (30 points)
Although this is a “final project”, which is due on our exam day, the idea is for this to be a process that is ongoing and is part of your regular study behavior throughout the semester. The ultimate goal is for you to have some summary resources available when you are a practicing school psychologist.

For each disorder that we discuss in class you should create a 1-2 page summary sheet. This summary sheet should include information about the following:

1. Diagnosis and Characteristics: Briefly review key DSM diagnostic criteria for the diagnosis. You don’t have to retype all of the criteria that are listed, but highlight key points and phrases. Also indicate what educational category MOST students with this diagnosis would be served under. Add any additional associated characteristics that should be noted. For example, under Conduct Disorder you might discuss “Limited Prosocial Emotions” as an additional specifier.

2. Etiology: Summarize briefly (bullet-points is fine), the specific etiological variables for this diagnosis. Use the categories: (1) Child, (2) Family, (3) Peer & (4) Social-Contextual, or provide an alternative system as a way of describing the range of contributing etiological variables.

3. Evidence-Based Treatment: List/name some evidence-based treatment or prevention programs for this diagnosis. Then briefly describe what these prevention program/intervention programs involve—what do these interventions look like? Again this can be listed in bullet-points.

4. Study summary: Choose one of the studies from our syllabus related to this diagnosis and summarize key information from that study.

5. References/Resources: Include any additional references or resources for that topic. These could include websites like the Effective Child Therapy website, or the NASP website, or additional references on this topic from the course syllabus. You do NOT need to go and seek out additional references, but if you come across them over the course of the semester, list them here. By the end of the semester, you should have 1-2 page summary resource sheets for each of the following:

   - ADHD
   - ODD/CD
   - Anxiety Disorders
   - Depression
   - Bipolar
   - Substance Abuse
   - Cutting/Non-suicidal Self-injury
   - PTSD for Trauma
   - PTSD following Child Maltreatment
   - Tic Disorder/Tourette Syndrome

   You will also have additional summary resources from the Presentation Summary & EBT Resources assignments provided by your classmates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Wk 2:</td>
<td>1/13: DSM5 and Educational Eligibility 1/15: NO CLASS – video review 1</td>
<td>Video Review 1: <a href="http://www.effectivechildtherapy.fiu.edu/professionals/keynotes#Miscellaneous">http://www.effectivechildtherapy.fiu.edu/professionals/keynotes#Miscellaneous</a></td>
<td></td>
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</tbody>
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| Wk 12: | 3/31: **Substance Abuse** | Substance Abuse: Liddle et al. (2004)  
Cutting: Lloyd-Richardson et al. (2007) |
| Wk 13: | 4/7: **PTSD/Trauma**  
4/9: **Trauma/Child Abuse** | PTSD: Morsette et al. (2009)  
Abuse: Davis (2015)  
Abuse: Viezel (2015)  
Creed (2011) Chapter 5 |
| Wk 14: | 4/14: **Tics/ Tourette’s**  
4/16: **Discretionary Topics 2 Presentations; Wrap-up** | Tics: Clarke et al. (2001) |
| **EXAM WEEK** | **Monday, April 20th**  
12:00-1:50 | **4/20 - Final Project: Diagnosis Summaries due** |

**Highlighted topics will include student presentations.**
Course Articles and Additional Readings


