Grand Valley State University
PSY 524: Developmental Psychopathology
Fall 2025

Instructor: Jamie Owen-DeSchryver, Ph.D. (she/her)
Course Info: Tu/Th:1:00-2:15; LSH 233
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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

Gueldner, B., Feuerborn, L., & Merrell, K. (2020). *Social and emotional learning in the classroom: Promoting mental health and academic success*. (2nd ed). Guilford Press.

Goals Addressed in this Course

NASP Domain Addressed	GVSU School Psychology Program Core Values and Beliefs
<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. <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. <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 <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.	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. 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. 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. 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. 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.

Course Format

This course includes content related to Tier 1 mental health interventions. 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 work with social-motional interventions in schools. 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.

AI Policy

Our profession's approach to AI is still developing. There is much still to be learned. In general, AI tools should be viewed as supports, but they cannot replace your own critical thinking. You must wrestle with the material on your own and engage in deep thinking, rather than solely relying on AI to summarize or synthesize. Here are some important ideas to consider if you choose to use AI: 1) Do your own thinking first. Use AI to check ideas, but begin by thinking and writing on your own; 2) Carefully review all AI-generated content. AI is not always right and sometimes is terribly wrong. Make sure any AI output you use reflects the key concepts and perspectives we've discussed in class and not just what the internet says. Include your own examples, and make sure you understand and agree with the AI content. Always put learning and understanding ahead of "getting it done quickly." AI will probably continue to have a place in education, so it is up to us to use it thoughtfully and responsibly.

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 (due to illness 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.

Grading Scale		Assignment	Point Value
94 above	A		
90-93	A-	Concept Assignments (3 @ 10 points)	30
87-89	B+	SEL Program Implementation Journal & Reflection	20
83-86	B	SEL Curriculum Presentation	40
80-82	B-	Discussion Questions: Podcast/Video/Magazine Article (4 @ 5 points)	20
77-79	C+		
73-76	C		
70-72	C-	Total Points Possible:	110
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.

Concept Assignments (3 @ 10 points each = 30 points)
The concept assignments focus on several of the main topics we cover in this course. They will typically require brief, short answer responses. In most cases you can use notes/materials as you respond to these questions.
- Assignment A: Depression & Anxiety
- Assignment B: Conduct Problems
- Assignment C: SEL Concepts

Social Emotional Learning (SEL) Program Implementation Journal and Reflection (20 points)
- You will be helping to implement an SEL curriculum at your practicum site, with guidance and support from both myself and your school-based mental health supervisor. This should be a SEL program currently used in your school, or one that your supervisor approves for you to use. You can implement this curriculum at a classroom level, with a small group of students or with an individual student who needs additional support. You may modify materials to support student understanding. You will log notes after each session and will submit a 2-page reflection about your experience implementing this curriculum at the end of the semester.

Social Emotional Learning (SEL) Curriculum Presentation (40 points)
- Review a SEL curriculum/guidebook from options that I provide
- Design a handout about that program that can be shared with your classmates
- Present either individually or in pairs about the SEL program. Include information related to a sample lesson from the program.

Discussion Questions: Podcast/Video/Magazine Article (4 @ 5 points each = 20 points)
- For each assigned podcast, video, or magazine article, you are expected to submit at least two bulletpoints to facilitate our discussion. These could be questions, comments or ideas stimulated by the topic, or discussion points. Your submission should demonstrate that you carefully reviewed the material and considered how the content connects to our course. Your bulletpoints might highlight a key idea that stood out to you, pose a question for class discussion, or draw a connection to your own experiences or other course readings.

Week	Lecture Topic	Readings and Assignments
Wk 1: 8/25- 8/29	8/26 Syllabus 8/28 Intro to Developmental Psychopathology	
Wk 2: 9/1-9/5	9/2 Tier 1 MH Support in Schools; SEL 9/4 SEL	9/2 • Reading: Gueldner (2020), Ch 1 • Reading: Cipriano (2023) 9/4 • Reading: Gueldner (2020), C. 3, Ch. 4 • Reading: Hechinger Report activity in class
Wk 3: 9/8-9/12	9/9 Etiology 9/11 Etiology	9/9 9/11 • Reading: Cicchetti & Rogosch (2002)
Wk 4: 9/15-9/19	9/16 Etiology; EBT 9/18 NO CLASS	9/16 9/18 • SEL Material Review: I will leave materials in the Grad offices for you to review after your morning class; no class from 1-2:15
Wk 5: 9/22-9/26	9/23 EBT 9/25 Resilience	9/23 • Reading: Weisz (2006) 9/25 • TO BE ADDED 😊
Wk 6: 9/29-10/3	9/30 Depression & Bipolar Disorder 10/2 Depression Wrap-Up; Anxiety Disorders	9/30 • Reading: Minahan & Rappaport (2012), Ch 5 • Reading: O'Dor (2021) 10/2
Wk 7: 10/6-10/10	10/7 Anxiety Disorders 10/9 Anxiety Disorders	10/7 • Reading: Minahan & Rappaport (2012) Ch 3 10/9 • Reading: Killu & Crundwell (2016)
Wk 8: 10/13-10/17	10/14 Selective Mutism 10/16 Conduct Disorder Diagnoses & Social Maladjustment Clause	10/14 • Assignment: Concept Assignment A-Depression & Anxiety due 10/16 • Reading: Cloth et al. (2014)

Wk 9: 10/20-10/24	10/21 <mark>No class- Fall Break</mark> 10/23 <mark>No class - MASP</mark>	10/21 10/23 ● Attend some cool MH presentations!
Wk 10: 10/27-10/31	10/28 Conduct Disorder: Etiology & Intervention 10/30 Conduct Disorder: School-to-Prison Pipeline	10/28 ● <mark>Discussion Questions (podcast) due</mark> ● Reading: Latson (2018) ● Reading: Bushman (2018): Youth Violence Comm 10/30 ● Reading: Minahan & Rappaport (2012), Ch. 4 ● Reading: Bacher-Hicks (2021)
Wk 11: 11/3-11/7	11/4 <mark>No Class</mark>; Watch video – medicating youth 11/6 Medication Class Discussion	11/4 ● <mark>Assignment: Concept Assignment B-Conduct Disorders due</mark> 11/6 ● <mark>Discussion Questions (Medicating Youth video) due</mark>
Wk 12: 11/10-11/14	11/11 ADHD 11/13 ADHD	11/11 ● Reading: DuPaul (2011) 11/13 ● Reading: Bikic (2017)
Wk 13: 11/17-11/21	11/18 SEL Lesson presentations 11/20 SEL Lesson presentations	11/18 & 11/20 ● <mark>Assignment: SEL Curriculum Presentation due</mark>
Wk 14: 11/24-11/28	11/25 Tic Disorder Class Discussion 11/27 <mark>No Class - Thanksgiving</mark>	11/25 ● <mark>Discussion Questions (Lewis article) due</mark> ● Reading: Lewis (2022) – The twitching generation
Wk 15: 12/1-12/5	12/2 Autism; Childhood Onset Schizophrenia 12/4 Autism/COS cont.	12/2 ● <mark>Assignment: Concept Assignment C-SEL due</mark> 12/4 ● Reading: Ladau (2015)
EXAM WEEK 12/8-12/12	Tuesday, 12/9 – 12:00-1:50	12/9 ● <mark>Assignment: SEL Program Implementation & Journal Reflection due</mark> ● <mark>Discussion Questions 4: Bring your own podcast or other resource related to MH to share with the group</mark>

<u>Readings</u>

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.

Bikic, A., Reichow, B., McCauley, S., Ibrahim, K., Sukhodolsky, D. (2017). Meta-analysis of organizational skills interventions for children and adolescents with Attention-Deficit/Hyperactivity Disorder. *Clinical Psychology Review, 52*, 108-123.

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.

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/

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.

Rimm-Kaufman, S., Strambler, M. & Schonert-Reichl, K. (Eds.). (2023). *Social and emotional learning in action: Creating systemic change in schools*. Guilford Press.