Seminar in Clinical Child Psychology: Psychopathology of Children & Families (Psyc 553)

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Semester: Spring 2022
Course Time: Mondays 12:00-2:50p
Course Room: Alumni Hall 0201
Office Hours: Thursdays 1:30-2:30p

Books to Get from Textbook Rental
1. *Child & Adolescent Psychotherapy* (Hupp, 2018)
2. *Pseudoscience in Child & Adolescent Psychotherapy* (Hupp, 2019)

Readings from the *Diagnostic & Statistical Manual*

Typically, students purchase the latest edition of the DSM. However, a new version of the DSM (i.e., the DSM-5-Text Revision) is set to come out in the middle of this semester (March), so it doesn't make sense to purchase the current edition. There will be some readings from the DSM (and a few other sources), and I'll share more updates during the semester.

Date	Topic	Readings – BOTH books	Due Dates
Jan 10	ZOOM Meeting – Introduction to *DSM-5* and Clinical Psychology (Link on BlackBoard under "Zoom Meetings")	Forewords, Prefaces, & the 1st Chapters	
Jan 17	**MLK DAY**		
Jan 24	ZOOM Meeting – Intellectual Disabilities & Autism Spectrum (Link on BlackBoard)	Chaps 2 & 3	
Jan 31	Inattention/Hyperactivity & Learning	Chaps 4 & 5	
Feb 7	Tics & Psychosis	Chaps 6 & 7	
Feb 14	*Asynchronous ONLINE* – Development	Lifespan Intro	*Discussion*
Feb 21	Bipolar Spectrum & Depression	Chaps 8 & 9	
Feb 28	**Exam 1**		**Exam 1**
Mar 7	**SPRING BREAK**		
Mar 14	Anxiety	Chapters 10	
Mar 21	Obsessions/Compulsions, Attachment, Trauma, & Dissociation	Chaps 11 & 12	**Applied Case Study**
Mar 28	Feeding, Eating, Toileting, & Sleep	Chaps 13 – 16	
Apr 4	*Asynchronous ONLINE* – Relational Elements and Skepticism	Chapters 19	*Discussion*
Apr 11	*Asynchronous ONLINE* – Research/Practice	Chap 20 (*CAP*)	*Discussion*
Apr 18	Disruptive Behavior & Conduct	Chapters 17	**Lit. Review**
Apr 25	Substance Use, Personality, & Gender Dysphoria, and more	Chapters 18	
May 2	**Exam 2**		**Exam 2**

Grading System (A=92.5%+, B=85%+, C=77.5%+, D=70%+)
1. Exam #1 (30%)
2. Exam #2 (30%)
3. Discussion Board (10%)
4. Applied Case Study (10%)
5. Literature Review Paper (20%)

Exams

You can count on a wide range of questions including short essay, sentence completion, multiple choice, and so on. I expect you to know all information from class *lecture and discussion*. If we discuss part of a *reading* in class, I expect you to know it very well. If we did not discuss a part of a reading in class, I expect you to know the general ideas conveyed in the reading. Special hint: it's valuable to learn the meaning of important acronyms. ***Learning information for yourself*** is an important part of getting a Master's degree. That is, if you rely solely on your professors to teach you information, that information will soon be outdated. Thus, you need to know how to teach yourself new information. I can help promote and assess this skill by testing on parts of readings that we did not discuss in class.

Discussion Board

During the 3 "<u>A</u>synchronous Online" weeks of the semester, you will engage in an online Discussion Board. You can access it on the left-hand column of BlackBoard.

By 2:50 pm on Monday of those 3 weeks you are required to submit 1 questioning paragraph based on that week's readings. The questioning paragraph should include <u>4 or more sentences, and the title of each thread should be a *brief* version of the question</u> (a phrase or short sentence). You can expand on the question in a paragraph within the Message area.

You will be graded based on having posted acceptable questions. "Acceptable" means the question actually could invoke a "discussion" during class and that the answer is not a simple "fact." I will inform you if you submit an unacceptable question. Note: If you do not hear anything from me about your questions, they are acceptable.

By 2:50 pm on Friday of those 3 weeks, you should <u>reply to 3 questioning paragraphs</u>. Your replies should also include <u>4 or more sentences each</u>.

Rubric for Grading Discussion Board Posts (Questions & Comments)

	'A' work	'B' work	'C' work	'D' work and below
Content	Useful info that that is clearly written	Good info with good writing	Somewhat confusing ideas	Unclear content & confusing writing
Length	Each paragraph is at least 4 sentences	Paragraphs with 3 sentences	Paragraphs with 2 sentences	Single sentences
Critical Thinking	Frequent *connections* with course material, especially in terms of *evidence*	Fair amount of *connections* with course material without much focus on evidence	Occasional *connections* with course material	Rare *connections* with course material
Stylistics	Free from typos and other mistakes	Some typos or other mistake	Several typos or other mistakes	A high amount of typos and mistakes
Tone	Tone is positive <u>and</u> constructive	Tone is positive <u>or</u> constructive	Tone is <u>not</u> positive or constructive	Tone is offensive

Applied Case Study

You will recruit a parent to participate in a 45-minute interview with you (I'll provide an Intake Interview form). The parent must ***currently*** have an infant, child, or adolescent that can be the focus of the interview. **The parent may not be a family member.** You should inform me ASAP if you are having a hard time setting up the interview.

You will write a brief report based on the interview. Do not use any identifying information (e.g., the family's real name, etc.). Use a common FAKE name, and put it in quotation marks the first time you use it. Include:

1. Age, gender, grade, family structure, brief family history

2. Most relevant diagnoses to consider
3. Summary of interview
4. Your case formulation (1 paragraph). In the formulation, include an operational definition of the behaviors to be changed. This often includes a challenging behavior to be *decreased* and a replacement behavior to be *increased.* Also, include your hypothesized antecedents and maintaining consequences.
5. Brief review of 1 good research study (1 paragraph) which helped guide your recommendations. Choose an experimental study (either single-case research design or group design) in which they examined a type of treatment for the problem discussed
6. Discuss at least 3 or more specific recommendations based on the interview.

In a cheap folder, turn in your report (written in the style of a psychological report), the interview form (make sure I cannot see any identifying information), and the article. You will be graded on: a) adherence to the above guidelines; b) content, grammar, spelling, and punctuation on the handout; and c) completing the assignment on time. **NOTE: <u>do not share the recommendations *(or anything else)* with the family</u>.**

<u>Literature Review</u>

Important Note: I have failed several students in the last year for <u>plagiarism.</u> Let me tell you what they did. They took a quote from a source and put it word-for-word in their paper, but they did not use quotation marks for the quote. They cited the source, so they thought they were okay, but they were not okay. When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source).

For this assignment, you will write a BRIEF literature review on a **specific diagnosis and a specific related treatment** (e.g., Oppositional Defiant Disorder and Parent-Child Interaction Therapy). **By the end of January, sign-up on the "Discussion Board" tab of BlackBoard for which specific diagnosis/problem you will choose to write about.** After you click on the "Literature Review Sign-up Here" link, then click on "Create Thread." Type in your chosen disorder and treatment.

You will pick a specific disorder from these broader categories: 1) Intellectual Disability/Autism Spectrum, 2) Inattention/Hyperactivity, 3) Tics, 4) Psychosis, 5) Bipolar Spectrum, 6) Depression, 7) Anxiety, 8) Obsessions/Compulsions, 9) Trauma, 10) Feeding, 11) Eating, 12) Toileting, 13) Sleep, 14) Disruptive Behavior/Conduct, 15) Substance Use. **Only one student can pick a disorder from each category (sign-up on a "first come" basis).**

The review will include a <u>title page</u>, abstract, several sections, references, and table. **Use APA format**, double-spacing, 1-inch margins, Times New Roman 12pt font. **For the review, find the BEST THREE peer-reviewed studies you can find on your topic that were published LAST YEAR. Focus on studies that attempted to evaluate how effective the treatment was for the problem. The studies can be an experimental group design or an experimental single-case research design. Use these sections and subsections titles for the paper:**

a) <u>Title Page</u>
b) <u>Abstract</u>
c) <u>Introduction</u>
    a. <u>Description of the Disorder</u> (about ½ page).
    b. <u>Description the Intervention</u> (about ½ page).
    c. <u>Evidence-Based Summary</u> (a paragraph – overall status of the intervention in terms of being well-established or probably efficacious. You can rely mostly on the book *Child and Adolescent Psychotherapy*)
d) <u>New Research Studies</u> section

- Study #1 (3 paragraphs – study design, results, & critique).
- Study #2 (3 paragraphs – study design, results, & critique).
- Study #3 (3 paragraphs – study design, results, & critique).

e) <u>Overall Critique and Future Directions for Research</u> section (about a page). Some examples of things to be critical of include: number of participants, whether random assignment was used, research design, and interpretation of results. Also, explain how this newer research fits within the context of the research discussed in the corresponding chapter of the book *Child and Adolescent Psychotherapy*.

f) <u>References</u> section (**include at least 10 references –** 3 of which will be the studies you summarized).

g) <u>Table</u> (summarizing the 3 primary studies covered in your paper).

Turning in Your Literature Review (see Course Schedule for due date):
- The Word **file should be saved like this: Jane Doe Literature Review**
- Use the **Coursework tab of BlackBoard** to turn in your review.
- **Turnitin will be used to screen for plagiarism.**
- See Course Policies (toward end of syllabus) about grace period & late papers.

You will be graded on: a) adherence to the above guidelines; b) thoroughness of coverage; c) APA Style; and d) completing the assignment on time. **Special Tips:** Read the APA Publication Manual regarding the correct: format for Headings, use of "et al.", and development of a Table. **Also, when discussing criteria from the DSM-5, be careful not to copy them word for word unless you use quotes**. Write the entire paper as if you will be submitting it for publication.

How to Get Research Study Abstracts: You will need to use PsycINFO to search for articles. Here's how to find PsycINFO (as of the time I wrote this syllabus):
1. go the SIUE Library webpage (www.siue.edu/lovejoylibrary/)
2. under the "Search, Find & Renew" section, click "<u>Databases (A-Z)</u>"
3. under "A-Z Databases," click on "Search List of Online Databases"
4. scroll way down so you can **click on "PsycINFO"** (or click on 'P' to get there faster)
5. type in a word (e.g., "aggression") and for the "Select a Field" option, select "TI Title" (this makes for a more precise search, in my opinion), then click "Search"
6. to view the Abstract, click on any study titles that interest you
7. read several abstracts and decide which studies you want to get (choose more than two studies so you can choose the best two after you have read them)
8. go get the actual research studies (see next section)
Note: if those steps do not work, ask a librarian (or me) for help. Also, here is a good video for using PsycINFO efficiently: www.youtube.com/watch?v=K8XQvIHU0Oc

How to Get Actual Research Studies:
After you use PsycINFO to read the abstracts and choose which studies you would like to get…**you need to get the actual studies.** The abstract was just a brief, paragraph-long summary of the study, but it does not have enough information for you to write about the study in the paper. There are many ways to get your hands on the study:
1. On PsycINFO…after you read the abstract, you can click on *"Find Full Text"* to see if our library has the journal and for other options.
2. For some studies on PsycINFO you have the option to click *"PDF Full Text."* Then you can directly view the article from the internet.
3. Also, on the SIUE Library homepage, you can go to the "Find" section, click on "<u>Articles, Journals, & More</u>" and then click on *"<u>Find a Specific Journal or Magazine</u>"*

for some journals. Type in the journal name and go from there.
4. You can find some of the studies by using Google Scholar.
5. You can also use the online Inter-Library Loan (ILL) through SIUE (but it can take anywhere from a few days to a few weeks).

Some Good Journals to Consider
Journal of Applied Behavior Analysis
Behavior Modification
Journal of Behavior Therapy and Experimental Psychiatry
Behavioral Interventions
Behaviour Research and Therapy
Child and Family Behavior Therapy
Journal of Clinical Child and Adolescent Psychology

Course Description. This course reviews the diagnostic classification of psychopathology in *both children and adults* so that similarities and differences regarding diagnostic classification of children and adults can be highlighted. The latest edition of the *Diagnostic and Statistical Manual* (American Psychiatric Association) will be a central focus for this course. This course also reviews evidence-based treatments (EBTs).

Overall Course Objectives
Linking Diagnosis and Intervention. The student will: a) understand effective, data-based decision-making and problem-solving processes; b) understand child development, learning theory, and diversity as well as their relationship to data-based decision making; c) understand how to use assessment and intervention to address student's behavioral, affective, adaptive, social, academic, and career needs; d) understand direct/indirect intervention strategies appropriate for students from diverse backgrounds, e) understand consultation, behavior management, and counseling strategies as they apply to the enhancement of student behavior, and f) develop case conceptualization/formulation skills.
Developing Knowledge of Theory and Research. The student will: a) understand the developmental processes involved in the behavioral, social, affective, and adaptive domains; b) understand the principles of behavior change within the behavioral, social, affective, and adaptive domains; c) understand how language, communication, and behavior affect socialization; d) understand the influence of child psychopathology on behavior; e) understand factors that influence motivation and engagement and how to help students become self-motivated; f) understand research design, relevant research findings, and research technology; and g) understand biological influences on behavior including the effects of medication.
Applying Clinical Skills. The student will: a) understand behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations, b) understand methods to promote collaboration and partnerships between families and educators that improve outcomes for students; c) understand recourses to address a wide variety of behavioral, learning, mental health problems, and physical health problems; d) understand the appropriate use of confidentiality; e) know how to use the DSM; f) develop writing and verbal presentation skills, and g) demonstrate skills through role-playing.

Course Policies
Texting and Laptops in Class: ***Do NOT text during class.*** You should also avoid using your phone during class. ***You also may not use your laptop or tablet during class.***
Assignment Due Dates: I will give a one-week grace period for all assignments. After

that, if any part of the assignment is turned in later, the grade for the entire assignment will ***drop by an additional 15%*** each business day until the completed assignment is turned in.

Accommodations for Students: Here is some information from ACCESS: "Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access."

Attendance Policy: Daily attendance is expected. See the "Exams" section for how to handle emergencies during Exams. ***If you miss other class days for any reason, you are responsible for acquiring the notes from a peer. I do not give out notes or post them on the internet/Blackboard.***

Psychology Policy on Incomplete Grades, Pass-No Credit Option, & Withdrawal: ***All withdrawals must be completed by the end of the 13th week of classes*** during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student's grade based on the course requirements is an F. The grade of UW is calculated as an F in a student's grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of "F" in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (PLEASE READ the Department of Psychology's Statement): ***Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.*** Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

The Undergraduate Catalog provides the following statement on **plagiarism**: "The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one's own and may consist of copying, paraphrasing, or otherwise using written or oral work of another***

without proper acknowledgement of the source or presenting oral or written material prepared by another as one's own. Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation."

<u>Department of Psychology Statement on Writing:</u> This following policy statement (approved on April 10, 2015) will apply to all undergraduate psychology courses at the 200-level and above. "As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

COVID-19 Pandemic Policies Related to Classroom Instruction
(Spring 2022)

Health and Safety

The measures outlined below are <u>required</u> and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: https://www.siue.edu/policies/Covid.shtml

Classrooms, Labs, Studios, and Other Academic Spaces

Under current University policy, whether in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:
- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, contact

your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).

- Frequent washing or disinfecting of hands.
- Adhere fully to the current face mask and physical distancing rules as articulated in policy: https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/face-mask-pick-up.shtml
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: https://www.siue.edu/policies/3c1.shtml.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include alterations to distancing requirements, course modality (e.g., transition from face-to-face to online, hybrid, or hy-flex, mask wearing, in-course activities, etc). These changes would be implemented to ensure the successful completion of the course while preserving health and safety. In these cases, students may be provided with an addendum to the class syllabus that will supersede the original version. If the course schedule or modifications significantly alter expectations, a new syllabus will be issued.