

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

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**Semester:** Spring 2023  
**Course Time:** Mondays 12:00-2:50 pm  
**Course Room:** Alumni Hall 0333  
**Office Hours:** Mondays 10:45-11:45 am

**Readings**

1. Textbook Rental: *Child & Adolescent Psychotherapy* (2018)
2. Textbook Rental: *Pseudoscience in Child & Adolescent Psychotherapy* (2019)
3. You should also gain access to the *Diagnostic and Statistical Manual – 5<sup>th</sup> Edition – Text Revision* (DSM-5-TR; 2022). My recommendation is to buy a paper copy. However, you should also be able to access an e-copy through the SIUE library.

<b>Date</b>	<b>The chapter readings are for <u>BOTH</u> textbooks. Also read the corresponding sections of the DSM-5-TR.</b>		<b>Due Dates</b>
Jan 9	Introduction to <i>DSM-5-TR</i> & Clinical Psychology	Prefaces & 1 <sup>st</sup> Chaps (of both textbooks)	
Jan 16	<b>MLK DAY</b>		
Jan 23	Intellectual Disabilities & Autism Spectrum	Chapters 2 & 3	
Jan 30	Inattention/Hyperactivity & Learning	Chapters 4 & 5	
Feb 6	<i>Online Day:</i> Tics & Psychosis	Chapters 6 & 7	
Feb 13	Bipolar Spectrum & Depression	Chapters 8 & 9	
Feb 20	<b>EXAM 1</b>		<b>EXAM 1</b>
Feb 27	Anxiety	Chapters 10	
Mar 6	<b>SPRING BREAK</b>		
Mar 13	Obsessions/Compulsions & Trauma	Chapters 11 & 12	
Mar 20	<i>Online Day:</i> Dissociation, Pain, Sexual Functioning, & Gender Dysphoria		
Mar 27	Feeding, Eating, Toileting, & Sleep	Chapters 13 – 16	
Apr 3	Disruptive Behavior	Chapters 17	<b>Applied Case Study</b>
Apr 10	<i>Online Day:</i> Substance Use, Cognitive Decline, Personality, & Couples	Chapters 18	
Apr 17	<i>Online Day:</i> Relational Elements, Skepticism, & Research-Practice Gap	Chapters 19 & 20	
Apr 24	Student Presentations		<b>Student Presentations</b>
May 1	<b>EXAM 2</b>		<b>EXAM 2</b>

### How to Access an E-Copy of the DSM-5-TR through the SIUE Library Website:

1. Go to the SIUE Library website (<https://www.siu.edu/lovejoy-library/>)
2. Select Databases (A-Z)
3. Under A-Z Databases, click on “Search List of Online Databases”
4. Click on the letter D
5. Scroll down and click the “DSM Library”
6. Click on the “Table of Contents”
7. Click on the section that you want to view

### Assignment Values

1. Exam #1 (30%)
2. Exam #2 (30%)
3. Applied Case Study
  - Clinical Part (15%)
  - Research Part (15%)
4. Student Presentation (10%)

### Grading System

- A = 92.5% and higher  
B = 85% and higher  
C = 77.5% and higher  
D = 70% and higher

### 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.

### Applied Case Study

**Part 1: Clinical Report.** Using the Intake Interview form, conduct a clinical interview with a parent (I'll set this up). **Write a brief report based on the interview. Do not use any identifying information (e.g., the family's real name, etc.).** In general, you can use the same psychological report format that you've already used for other courses. Make sure to include:

1. Age, race, 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 behavior(s) 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. Discuss at least 3 or more specific recommendations based on the interview.

**Part 2: Research Report.** Write a research report on the treatment package (or a treatment component) of your most relevant diagnosis/behavior from the recommendations section of Part 1. For the report, find the best two peer-reviewed research studies available that were published since 2018. **One study should use a single-case research design, and the other study should use a group design.** Focus on studies that attempted to evaluate how effective the treatment was for the

diagnosis/behavior. **Do not choose a study that I already presented in class.** Write in **APA format** (except it should be **single-spaced**), and use these sections and subsections titles for the paper:

- a) Introduction
  - a. Description of the Disorder and/or Behavior (about ½ page).
  - b. Description the Intervention (about ½ page).
  - c. Science-Based Summary of the Intervention (about ½ page). Report on the overall status of the intervention in terms of being evidence-based (e.g., is it “well-established”?). Also, consider the “Tolin Criteria.”
- b) New Research Studies section (about 2 pages)
  - Single Case Research Design Study
    - (3 paragraphs – study design, results, & critique).
  - Group Design Study
    - (3 paragraphs – study design, results, & critique).
- c) Context and Future Directions for Research section (about ½ page). Explain how this newer research fits within the context of the research discussed in the corresponding chapter of the book *Child and Adolescent Psychotherapy*. What research is needed next?
- f) References section (**include at least 10 references** – 2 of which will be the studies you summarized).

### **Submitting Reports:**

- **Paper Copies:** In a cheap folder, turn in your Clinical Report (Part 1), the Research Report (Part 2), and copies of the two research studies you summarized in the Research Report. **The due date is on the first page of this syllabus.**
- **BlackBoard Turnitin:** Use the Coursework section of Blackboard to turn the file in. The Word file you turn in should ***use this name for the file:*** “553 Jane Doe Reports 20XX” (replace the “Jane Doe” with your name and the XX with the year). The electronic copy of the paper will be electronically scanned for plagiarism. **Important Note: I have failed several students in recent years for plagiarism. 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).**

### **Presentation of the Applied Case Study**

Use PowerPoint to present both parts of your Applied Case Study on the “student presentation” day. The presentation should be between 9 to 11 minutes long. ***Pass out the PowerPoint notes*** (or some type of similar handout) to the class at the beginning of your presentation. Please do not read the presentation to us. Instead, I encourage you to make a brief outline for yourself and follow the outline while speaking.

When you talk about the research studies, make sure to include one graph for each study which summarizes the results. Make sure the graph is clearly labeled (e.g., both the y-axis and x-axis should be labeled clearly) and fills in the entire slide. It is hard for an audience to interpret graphs so explain them in detail.

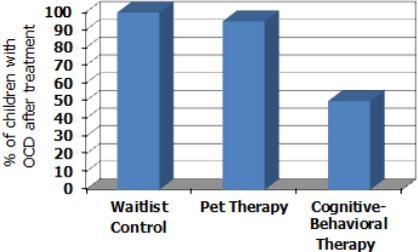
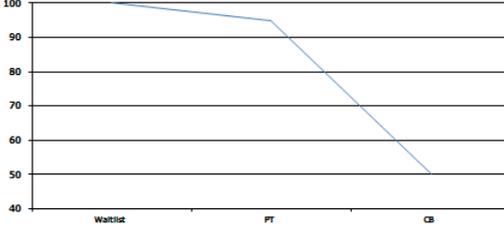
**Engagement Enhancements:** Your symposium presentation should include at least one “Engagement Enhancement” (EE). Examples of EEs include a joke, brief anecdotal story, brief class activity, or anything else that would add to the entertainment value of the presentation. However, **do not use videos in the presentation.**

You will be graded on: a) Content and Clarity, b) Research Base, c)

Conversational Speech, d) Pace/Timing, e) Media Use, f) Handout, g) Engagement, h) Enthusiasm, i) Professionalism, j) Question Handling.

**Special Note about Presentations:** *During other people's presentations* it is a good idea to think about questions or comments you might have. This is a valuable skill for you to practice. Questions/comments might include: 1) questions that attempt to gather more information, 2) interesting comments that relate something you heard in the talk to something else you have learned or experienced, or 3) praise for something specific about the talk.

<h3>Great Slide Example</h3> <ul style="list-style-type: none"> <li>• Big font</li> <li>• Few words</li> <li>• Black text</li> <li>• White background</li> <li>• Clip art for engagement</li> </ul> 	<h3>Bad Slide Example</h3> <ul style="list-style-type: none"> <li>• Sometimes presenters write entire sentences when they could easily just use a few words to get the point across.</li> <li>• When there are too many words on a slide, the font gets too small and hard to read. The audience does not want to read sentences while you are talking.</li> <li>• The easiest thing to read is black text on a white background. If you want to add color, uses images instead of the same generic background on each slide.</li> <li>• Sometimes sentences on some slides are unavoidable, but the ideal should be to use as few words a possible on each slide.</li> </ul>
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<h3>Great Graph Example</h3> <p><b>Smith et al. (2016)</b></p> <ul style="list-style-type: none"> <li>• 77 children with OCD</li> <li>• Ages 7–17 years-old</li> </ul> <p>Anyone could look at this graph and pretty quickly understand its meaning without much extra explanation. It is simple with large font. The Y axis is labeled &amp; goes to lowest possible number.</p>  <p>The CBT group is significantly lower than both of the other groups (<math>p &lt; .05</math>)</p> <table border="1"> <caption>Approximate data for Great Graph Example</caption> <thead> <tr> <th>Treatment Group</th> <th>% of children with OCD after treatment</th> </tr> </thead> <tbody> <tr> <td>Waitlist Control</td> <td>~95</td> </tr> <tr> <td>Pet Therapy</td> <td>~90</td> </tr> <tr> <td>Cognitive-Behavioral Therapy</td> <td>~55</td> </tr> </tbody> </table>	Treatment Group	% of children with OCD after treatment	Waitlist Control	~95	Pet Therapy	~90	Cognitive-Behavioral Therapy	~55	<h3>Bad Graph Example</h3> <p>This graph is hard to interpret, and requires the presenter to give a lot of details. The Y axis is not labeled so it's hard to tell if higher numbers are a good or bad. It does not go to lowest possible number, so it deceptively makes the differences between groups seem even bigger than they really are.</p>  <table border="1"> <caption>Approximate data for Bad Graph Example</caption> <thead> <tr> <th>Group</th> <th>Value (on unlabeled Y-axis)</th> </tr> </thead> <tbody> <tr> <td>Waitlist</td> <td>~95</td> </tr> <tr> <td>PT</td> <td>~90</td> </tr> <tr> <td>CB</td> <td>~55</td> </tr> </tbody> </table>	Group	Value (on unlabeled Y-axis)	Waitlist	~95	PT	~90	CB	~55
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Note. For single-case research graphs, you can usually take screen shots and paste them into your PowerPoint as long as they are good quality graphs. You might also be able to do this for group design graphs if they are of good quality.

**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 the applied case study (but not the presentation)**. After that, if any part of the assignment is turned in later, the grade for the entire assignment will **drop by an additional 10%** 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](mailto: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](http://www.siue.edu/access)."

Attendance Policy: Daily attendance is expected. ***If you miss class days for any reason, you are responsible for acquiring the notes from a peer.***

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.siu.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.siu.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.siu.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."

Department of Psychology Statement on Writing: 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.siu.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siu.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).

**SIUE also requires us to add all of the following information to our syllabi:**

### **COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2022)**

#### **Health and Safety**

The measures outlined below are required 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, SIUE will only require masking in campus healthcare settings. See, <https://www.siue.edu/about/announcements/coronavirus/safety-guidelines-support/index.shtml>. Individual faculty of record may determine that masking will be required in their classrooms and are asked to communicate accordingly with students. Face masks may be required in other campus sites following guidance from governing regulatory agencies.

- Students who forget to wear a face covering when masking is required 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 when masking is required 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 when masking is required 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](mailto:myaccess@siue.edu)).

#### **General Health Measures**

Students and employees are expected to review the [siue.edu/coronavirus](https://www.siue.edu/coronavirus) website (<https://www.siue.edu/about/announcements/coronavirus/>) to better understand prevention strategies and safety expectations.

- Students and employees are expected to maintain healthy hygiene practices.
- Students and employees are expected to follow COVID-related guidelines and directions.

- Students and employees are expected to conduct a daily health self-assessment and isolate themselves if COVID-related symptoms are present. COVID-related symptoms include:
  - o Fever (100.4 degrees or above) or chills
  - o Cough
  - o Shortness of breath or difficulty breathing
  - o Fatigue
  - o Muscle or body aches
  - o Headache
  - o New loss of taste or smell
  - o Sore throat
  - o Congestion or runny nose
  - o Nausea or vomiting
  - o Diarrhea

### **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 hybrid-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.