

Clinical Child Psychology

PSYC 2443 – Spring 2019
Tuesday & Thursday 9:00am-10:15am
Location: Classroom Building 302

COURSE SYLLABUS

(Subject to change)

Instructor: Lucia Ciciolla, Ph.D.

Email: lucia.ciciolla@okstate.edu

Prof. Office Hours: By appointment in 408 North Murray

Teaching Assistant: Cara Nwankwo

Email: cara.nwankwo@okstate.edu

TA Office Hours: TBD

Teaching Assistant: Sky Triage

Email: skyt@okstate.edu

Course Description: *Child Clinical Psychology* will provide a broad overview of the major psychological disorders of childhood and adolescence, including issues of prevalence, symptomatology, classification, theories of etiology, assessment, and research. Given the intended emphasis on disorder and its development during childhood, there will only be cursory consideration of treatment approaches for these conditions. This course will utilize a developmental psychopathology perspective to understand childhood psychopathology, and will review common childhood disorders from infancy through early adulthood. A primary goal of this course is to gain an appreciation of the complexities of mental illness in children and adolescents, and to demonstrate an understanding of biological, psychological, environmental, and sociocultural components that contribute to abnormal behavior in children and adolescents.

Course Objectives: In taking this course, students will:

- Obtain a broad understanding of common psychological disorders in children and adolescents
- Conceptualize psychopathology using a developmental perspective
- Understand the biological, psychological, environmental, and sociocultural factors that influence the development, maintenance, and course of childhood disorders
- Develop skills in writing and speaking to effectively discuss the complexities of childhood mental health

What the course will NOT cover: The course will not be able to review all problems and disorders, or review any interventions in depth, including medications or specific treatments. Note that this course will not provide training in specific assessment or therapeutic skills.

Course Content Note: The subject of mental illness is complex and often troubling. In this course, will be discussing material that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class.

Likewise, if you ever wish to discuss your personal reactions to course material with me individually outside of class, I am available for such discussions.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

An on-call counselor is available in 320 Student Union, 8 a.m.-12 p.m. and 1-5 p.m.
<http://ucs.okstate.edu/>
 405-744-5458

Required Text: There is no textbook for this course; however, original source readings will be posted on Brightspace d2l. The list of required readings is listed on the schedule of lecture topics at the end of this syllabus.

Brightspace and Communication with the Professor: This course has a Brightspace by D2L online classroom, to which all students should have access. Please contact the professor ASAP if you do not have access to the online classroom. **Please check D2L daily, as essential information will appear there.** Rarely will paper copies be handed out in this class; all files with course information will be available on Brightspace D2L.

Email is the best way to communicate with the professor. Emails will be responded to within 48 hours. **PLEASE** use appropriate email etiquette when contacting your professor or TA.

<https://cafnr.missouri.edu/career-services/pro-dev/email-etiquette.php>

<http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

COURSE REQUIREMENTS

Attendance and Class Participation:

The course is organized in two parts:

Part 1 will set the stage for understanding childhood psychopathology by focusing on the conceptualization and theoretical perspectives of psychological disorder, research methods, and assessment and classification.

Part 2 will focus on common childhood disorders.

Class attendance is expected! The course will predominantly involve in-class lectures and class discussion/learning exercises that will be supplemented by readings and discussion posts. Please note that the material presented in the lectures will NOT always overlap with the readings. As you will be responsible for all material covered in class, so plan on coming!

- **Attendance.** (30pts) Students are **required** to attend all classes unless given advance permission by the instructor. Please arrive on time and stay for the full class period. Attendance will be taken and a point awarded for each class.
- **Participation.** (40pts) Students are expected to listen attentively and actively participate in class discussions, and learning activities. Reading is to be done seriously and carefully. Please come prepared to discuss, challenge, and raise issues in class. There will be quizzes on the readings given at the beginning of each class session that are only offered during class that will count toward class participation credit. No make-ups for quizzes. The bulk of the participation points will be tied to performance on quizzes and participation in class discussions, including discussions on FlipGrid.
- **Students' Use of Technology in Class.** Use of computers and other electronic devices is **NOT** allowed during class. Exceptions to this rule will be considered on a case by case basis and must be approved by the instructor ahead of time.
- **Respectful Behavior.** Please be respectful to one another during class sessions. Disagreement during class discussion is encouraged, as it makes for a richer class discourse. However, students may be asked to leave if they are not respectful toward others.

Readings: Tests in this course will be based not only on assigned readings, but also on class lectures and learning exercises. All students are expected to complete the required reading before class meetings. All lecture slides will be posted ahead of time on d2l – as part of the weekly reading, students are expected to review the slides before class.

Exams: There will be 4 exams in this course. Each exam will be worth 75 points. Exams are not cumulative. That said, material learned early in the course provides a foundation for material learned later in the course, and previously discussed topics may be revisited several times in the semester, and may show up on multiple exams. The exams will include multiple choice items, short answer items, and essay questions.

Quizzes: There will be short quizzes (2-3 questions) on the assigned readings given at the beginning of each class session. These quizzes are designed to encourage students to carefully complete ALL READINGS prior to the class period. Quizzes will be marked as pass/fail, but will not be reflected as individual grades, but rather be considered as class participation points. Quizzes will only be offered during class, and there are no make-ups.

Critical Thinking Assignments (Reaction Post): Throughout the term, students will complete weekly Reaction Posts that help to hone critical thinking skills. Students will be asked to write a post on the Brightspace D2L discussion board or post a FlipGrid video reacting to the readings assigned that week.

There are a number of ways you might approach the task of reacting to the readings. For example:

- Focus on a particular theme or issue raised by the reading and give your own perspective on it. Be sure to elaborate on your opinion. What is your thinking based on? What are the strengths and the weaknesses of the main sides of the issue, as you see it?

- Focus on an aspect of the reading that you will argue pertains to some issue or idea we have discussed in class. Does the reading support, undermine or conflict with previous issues or concepts? Explain why it is significant.
- Avoid vague impressions about the reading. Base everything you say in something specific in the reading, such as a quote, or a concept, or an argument. Dig into something solid. Make sure you make proper reference to these specific details. (These instructions come from <http://faculty.quinnipiac.edu/libarts/polsci/reactionpapers.html>).
- For more information about reaction papers, see the following websites:

<http://behavioralsciencewriting.blogspot.com/2012/10/what-is-reaction-paper-how-do-i-write.html>

<http://writingcenter.unc.edu/handouts/psychology/>

[http://www3.spfldcol.edu/homepage/dept.nsf/9fd80471db04a6c885256f4200656df5/\\$file/writing%20reaction%20papers.pdf](http://www3.spfldcol.edu/homepage/dept.nsf/9fd80471db04a6c885256f4200656df5/$file/writing%20reaction%20papers.pdf)

A prompt will be posted by the instructor to start the discussion. Students are encouraged to engage in online discussion by responding to posts from other classmates agreeing or disagreeing with their original post, and contributing new thoughts to the conversation. The goal is to start an online discussion about the readings to prepare for class discussion.

Format: Original reaction posts should be a minimum of 300 words, and no longer than 2 double-spaced pages. Proofreading for grammatical errors is expected and plays a role in the evaluation of your posts.

Grading: Reaction posts will be graded on a basis of 4 points each. Students must complete 10 of the 15 assigned posts. If students complete all 15 reaction posts, the lowest 5 grades will be dropped.

4 = posted on time, follows directions, shows understanding of the readings, and responds to at least 1 post by a classmate

3 = posted on time, follows directions, shows understanding of the readings, minimum length and/or effort

2 or 1 = late and/or fails to meet length, does not follow directions

Assignment Deadlines: All original reaction posts and responses are due by midnight on the date specified in the class schedule (11:59pm). Out of respect for your classmates' time, please post your original discussion posts at least 24 hours prior to each week's deadline. Therefore, if a reaction post is due on Tuesday, please post by Monday evenings, so your classmates have until the Tuesday deadline to

respond to your post. If you consistently wait until the deadline to post your original responses, you will not receive full credit. I encourage you to work on the reaction posts early so that you can have an actual discussion, learn from your classmates' collective knowledge, and feel comfortable communicating about complex mental health issues.

Late/Make-up Policies: It is essential that you are present and on time on test days. Under specific circumstances, alternate tests days can be arranged (i.e. religious holidays, OSU-sanctioned events, family emergencies), but appropriate notice must be given **PRIOR TO THE EXAM**. Although I will make every effort not to schedule exams on any religious holiday, there can sometimes be limited flexibility in our academic schedule. As such, please review the syllabus and email me ASAP if I have scheduled a test on a holiday you observe.

If you miss a lecture: Get the notes from another student about the class discussion. Lecture slides will be provided on the course website prior to the class period. For the lectures on specific disorders, links will be available to recordings of previous lectures on that material. Although not exactly identical to what I will present in class, it will be very similar and should be sufficient to catch you up on what you missed.

Grading (note: 410 total possible points):

Attendance: 30 possible points

Participation: 40 possible points

Reaction posts: 40 possible points

Exams (4 exams, 75 points each): 300 possible points

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% or below

Grade Appeals: To request reconsideration of a grade on a Test or Written Assignment you must take the following steps:

1. Wait at least 12 hours after the grade is given (this helps to decrease emotional reactions and increase clear, critical thinking)
2. Review the assignment and its instructions
3. Compare your work with the grading criteria, comments made, the reading, and the instructions
4. Submit an appeal in writing within one week from the time the assignment or test is returned to the class or the grade is posted.
5. Provide a clear, well-written argument explaining why your answer is correct or how your work met the instructions and criteria. This will most likely include providing a reference to a page in the reading or another reputable source to back up your argument.
6. Indicate the number of points you feel you earned.

NOTE: An Appeal does not necessarily equate to extra points; however, if all directions are followed, your appeal will be carefully reviewed and considered.

Extra Credit:

Students may be awarded up to 25 points extra credit.

To receive extra credit, students may complete a 4- to 5-page paper that examines the presentation of a childhood psychological disorder in the popular media by completing a case study of a FICTIONAL child character from a novel, tv show, movie, or play.

The paper must include the following details: psychosocial history of the character, presenting problem/complaint, diagnostic impression with a full description of symptoms, and differential diagnoses as needed (in case the character might have symptoms from more than one disorder). The paper should also discuss the course of the disorder – have the symptoms changed over time in some way, or have they gotten better or worse with time? The paper should also include a discussion of what might help the character get better, based on the limited treatment info that was discussed in class. Students can add details to the character's life in order to fill in unknown gaps – just be sure that whatever you add is consistent with the overall character and consistent with the background and diagnosis you describe.

The paper is worth 10 possible extra credit points. For an additional 15 points, students may sign up to present their case study to the class in a 10- to 15-minute presentation using PowerPoint or Prezi or other presentation software.

Examples of fictional case studies:

<http://www.wsj.com/articles/SB10001424052748704025304575284753379542376>
https://www.researchgate.net/publication/303321951_Diagnosing_Cartman_Psychology_Students_Use_of_Symptoms_and_Traits_to_Assess_Child_Antisocial_Behavior

Academic Integrity: See OSU's academic integrity policy here:

<http://academicintegrity.okstate.edu/content/violations-academic-integrity-0>

Collaboration not permitted. Your reaction posts and exams must be products of your own work, not involving collaboration with others. You may, of course, study together for exams. Penalties for plagiarism and other inappropriate behavior are serious and can be long-lasting.

OSU is committed to maintaining the highest standards of integrity and ethical conduct. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. If you have questions or would like additional information, please contact the Academic Integrity Coordinator, 101 Whitehurst, Stillwater, OK 74078, (405) 744-5627. <http://academicintegrity.okstate.edu>

Reasonable Accommodations for Disabilities: According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from the Office of Student Disability Services. Please advise the instructor of your disability as soon as possible, and contact Student Disability Services, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. **To receive services, you must submit appropriate documentation and complete an intake process to verify the existence of a qualified disability and identify reasonable accommodations.**

Contact the Office of Student Disability Services: 315 Student Union; 405-744-7116

<http://sds.okstate.edu/>

<https://eeo.okstate.edu/reasonable-accommodation>

Health Services: If a student experiences an emotional or psychological crisis, an on-call counselor is available in 320 Student Union, 8 a.m.-12 p.m. and 1-5 p.m., weekdays. After 5 p.m., on weekdays and during weekends/holidays, counseling staff may be reached by contacting the OSU Police at 405-744-6523.

If a student falls ill, seek out treatment at the University Health Services.

<https://uhs.okstate.edu/>

1202 West Farm Road

Phone: 405-744-7665

Educational Justice: OSU provides equal employment and educational opportunity on the basis of merit and in a manner which does not discriminate because of an individual's age, race, color, religion, sex, sexual orientation, genetic information, gender identity or expression, national origin, disability, protected veteran status, or other protected category.

The Director of Equal Opportunity
408 Whitehurst, OSU, Stillwater, OK 74078-1035;
Phone: 405-744-5371; 405-744-9153

email: eeo@okstate.edu

<https://eeo.okstate.edu/>

Any person (student, faculty, or staff) who believes that they have experienced discriminatory practices based on sex or gender may discuss his or her concerns and file informal or formal complaints of possible violations of Title IX with OSU's Title IX

Coordinator:

405-744-9154

student.conduct@okstate.edu

<http://eeo.okstate.edu/title-ix>

Other resources on sexual violence and gender discrimination:

<https://1is2many.okstate.edu/>

<http://knowyourix.org/>

<http://endrapeoncampus.org/>

Schedule of Lecture Topics, Assigned Readings, and Assignments Due
(*subject to revision*)

Week 1:

- **January 15 Lecture:** Introduction: Conceptualization of Abnormality
Read for next class: 1. Masten_Developmental Psychopathology

Do: Introduction post on FlipGrid – tell me about yourself and why you are taking the course!
<https://flipgrid.com/ccp2019>

- **January 17:** Developmental Psychopathology Perspective
Read for next class: 1. The Problem Child Is a Child Not a Problem-NYT
2. Developmental Psychopathology – Encyclopedia of Human Development

Do: Reaction 1 post on Developmental Psychopathology and The Problem Child Is a Child, Not a Problem post due 1/21, responses to classmates due before class 1/22

Week 2:

- **January 22:** Developmental Psychopathology Perspective 2
Read for next class: 1. Baby's Brains Begin Now – conception to age 3
2. The teenage brain
3. Differential Susceptibility – Are Some Brains More Plastic Than Others?

Do:

- **January 24 Lecture:** Biological and Environmental Influences
Read for next class: 1. The Problem With Rich Kids
2. How Racism Is Bad for Our Bodies
3. BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY

Do: Reaction 2 post on Differential Susceptibility, Problem with Rich Kids, and How Racism is Bad for our Bodies, post due 1/28, responses to classmates due before class 1/29

Week 3:

- **January 29 Lecture:** Biological and Environmental Influences 2
Read for next class: No new reading

Do: Study for Exam 1, scheduled February 5
- **January 31 Lecture:** Biological and Environmental Influences 2 (CONT)
Read for next class: No new reading

Do: Study for Exam 1, scheduled February 5

Week 4:

- **February 5 Lecture: EXAM 1**
Read for next class: 1. ADHD and Kids_ The Truth About Attention Deficit Hyperactivity Disorder
2. In Debate over ADHD Meds, Letting the Kids Themselves Weigh In - PLOS Blogs Network

Do: Reaction 3 post on ADHD & Medication, post due 2/6, responses to classmates due before class 2/7
- **February 7 Lecture:** Externalizing Disorders: Attention Deficit Hyperactivity Disorder (ADHD)
Read for next class: 1. How to Turn Around Troubled Teens - Scientific American
2. ODD resource center guide
3. Terrible Teens

Do: Reaction 4 post on Troubled Teens, Oppositional Defiant Disorder, Terrible Teens, post due 2/11, responses to classmates due before class 2/12

Week 5:

- **February 12 Lecture:** Externalizing Disorders: Oppositional Defiant Disorder (ODD) & Conduct Disorder (CD)
Read for next class: No new reading

Do:

- **February 14:** Externalizing Disorders: REVIEW
Read for next class: 1. Understanding the Anxious Mind – NYTimes
2. What obsessive-compulsive disorder in kids looks like in school

Do: Reaction 5 post on Anxious Mind and Obsessive-Compulsive Kids, post due 2/18, responses to classmates due before class 2/19

Week 6:

- **February 19 Lecture:** Internalizing Disorders: Anxiety Disorders 1
Read for next class: 1. Brighter futures for anxious kids

Do: Study for Exam 2

- **February 21 Lecture:** Internalizing Disorders: Anxiety Disorders 2
Read for next class: No new reading

Do: Study for Exam 2

Week 7:

- **February 26 Lecture: EXAM 2**
Read for next class: 1. Can Preschoolers Be Depressed?
2. Depression in children and teens — especially girls — worse than thought
3. Suicide in children

Do: Reaction 6 post on Depression and suicide in children, post due 2/27, responses to classmates due before class 2/28

- **February 28 Lecture:** Internalizing Disorders: Depressive Disorders & Bipolar Disorder 1

Read for next class: 1. Bipolar Children
2. Children Labeled 'Bipolar' May Get A New Diagnosis
3. Teens who hurt themselves

Do: Reaction 7 post on Self-Injury and Bipolar Children, post due 3/4, responses to classmates due before class 3/5

Week 8:

- **March 5 Lecture:** Internalizing Disorders: Depressive Disorders & Bipolar Disorder 2

Read for next class: 1. Impact_of_complex_trauma_final
2. The Science of Neglect-The Persistent Absence of Responsive Care Disrupts..Brain
3. How childhood trauma could be mistaken for ADHD – ACEs too High

Do: Reaction 8 post on Childhood Trauma and Neglect, post due 3/6, responses to classmates due before class 3/7

- **March 7 Lecture:** Child Maltreatment and PTSD 1

Read for next class: 1. Post-Traumatic Stress Disorder in Children
2. Riding Along With Milwaukee's Counselors For Traumatized Youths

Do: Reaction 9 post on PTSD in children, and the Riding Along article, post due 3/11, responses to classmates due before class 3/12

Week 9:

- **March 12 Lecture:** Child Maltreatment and PTSD 2

Read for next class: No new reading

Do:

- **March 14:** Child Maltreatment and PTSD 3

Read for next class: 1. Redefining Autism: Will New DSM-5 Criteria for ASD Exclude Some People?
2. NOVA - Official Website _ The Autism-Vaccine Myth
3. 50,000 People With Autism Need Jobs This Year

Do: Reaction 10 post on Autism Criteria, Vaccine Myth and Jobs, post due 3/25, responses to classmates due before class 3/26

Week 10:

- **March 19 ENJOY SPRING BREAK!!**

- **March 21 ENJOY SPRING BREAK!!**

Reminder

Read for next class: 1. Redefining Autism: Will New DSM-5 Criteria for ASD Exclude Some People?
2. NOVA - Official Website _ The Autism-Vaccine Myth
3. 50,000 People With Autism Need Jobs This Year

Do: Reaction 10 post on Autism Criteria, Vaccine Myth and Jobs, post due 3/25, responses to classmates due before class 3/26

Week 11:

- **March 26 Lecture:** Autism, Intellectual Disability, and Learning Disorders 1

Read for next class: 1. IASSIDD-2014-Families supporting a child with intellectual or developmental disabilities
2. AAP_Pediatrics_Sensory Integration Therapies...Developmental and Behavioral Disorders
3. 4 Generations, 1 Mutation_ A Family History with Fragile X Syndrome - Scientific American

Do: Reaction 11 post on Families with children w/disabilities, Sensory Therapy, Fragile X, post due 3/27, responses to classmates due before class 3/28

- **March 28 Lecture:** Autism, Intellectual Disability and Learning Disorders 2

Read for next class: The Kids Who Beat Autism.pdf

Do: Study for Exam 3

Week 12:

- **April 2 Lecture:** Autism, Intellectual Disability and Learning Disorders 3

Do: Study for Exam 3

- **April 4 Lecture:** EXAM 3

Read for next class: 1. Orthorexia_ Can Healthy Eating Be Labeled a Disorder
 2. Could the Microbiome Cure Eating Disorders
 3. Markey_2010_ Why Body Image is Important to Adolescent Development
 4. How Therapy can cure overeating

Do: Reaction 12 post on Orthoexia, microbiome, body image, post due 4/8, responses to classmates due before class 4/9

Week 13:

- **April 9 Lecture:** Eating Disorders 1

Read for next class: No new reading

- **April 11 Lecture:** Eating Disorders 2

Read for next class: 1. What is Gender Dysphoria?
 2. Gender Dysphoria Is Killing Transgender Teens
 3. Raising a Transgender Child

Do: Reaction 13 post on Gender Dysmorphia and Transgender children, post due 4/15, responses to classmates due before class 4/16

Week 14:

- **April 16 Lecture:** Gender Dysmorphia

Read for next class: 1. Psychiatric_Times_ - _Perspectives_on_Consultation-Liaison_
 2. Talk Therapy for Kids' Pain_ Better than Pills
 3. Healing from Inside - Story #5. Psychosomatic Conversion Disorder

Do: Reaction 14 post on Consultation-Liaison, Talk Therapy, Conversion Disorder, post due 4/17, responses to classmates due before class 4/18

- **April 18 Lecture:** Pediatric Psychology 1
Read for next class: 1. Can't Swallow a Pill_ There's Help for That
2. Watch the Jenna Bush Story

Do: Reaction 15 post on Jenna Bush story, post due 4/22, responses to classmates due before class 4/23

Week 15:

- **April 23 Lecture:** Pediatric Psychology 2
Read for next class: 1. Working Paper 13 – Resilience
2. A Prescription for Resilience
3. The Benefits of Optimism Are Real

Do: Work on Extra Credit Assignment – Due by May 2

- **April 25 Lecture:** Resilience
Read for next class:

Do: Work on Extra Credit Assignment – Due by May 2

Week 16:

- **April 30 Lecture:** Student Presentations
Read for next class: No new reading

Do: Study for Exam 4, check finals week schedule for date/time

- **May 2 Lecture:** Student Presentations

Do: Study for Exam 4, check finals week schedule for date/time