

CHILDHOOD PSYCHOPATHOLOGY Ed. Psy. 6450/7450

Fall Semester, Wed. 4:35PM-7:05PM

Instructor-Dr. William R. Jenson

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Office Hours: Wed-3:00-4:30 or by appt.

Course Objectives: This course will present an evidence-based/scientist-practitioner approach in the treatment of various psychological childhood disorders. Particular emphasis will be placed on the etiology of the condition, objective assessment of the condition, and research based treatment approaches.

Text: *Desk reference to the Diagnostic Criteria from DSM-5*

Readings are available from the Ed Psych on a CD-ROM and may be checked out for 2hrs

Tests: There are two quizzes which count for 90% of the final grade. Tests are essay and define the term type question. There will be a total of eight questions per quiz. Six of the questions will be selected from the eight for the student to answer.

Papers: Each student will be required to write a paper which will involve an abstract-outline of five interventions papers for a specific child or adolescent disorder from the literature for one type of childhood disorder. For more information, see the attached instructions. The paper will count 10% of the grade; no grade will be given until a paper is completed. The paper must be drawn from the years 2005-2015. The five references APA style for your paper will be turned in at the first Quiz.

Class Attendance: Students are required to attend 90% of the scheduled classes or make arrangements with Dr. Jenson to make up missed lectures. If 90% of the classes are not attended without approved absences, a passing grade will not be issued. More than two unexcused absences exceed the 90% limit.

Cell Phones and Computers in Class, Recording, and Meals: All cell phones turned off or set to vibrate during class. No texting is allowed in class. Use of laptop computers is at the discretion of Dr. Jenson and should be used for note taking. Any computer abuse such as surfing the web, looking at Facebook, or checking email will result in the immediate withdrawal of permission to use a computer in class for note taking or taking the Quizzes. Audio recording of lectures is permitted. Non-distracting snacks, drinks, and food are allowed by permission of instructor (noisy or fine dining is not allowed).

Students with Disabilities

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

COURSE OUTLINE

August 26th: Introduction, history, evidence-based practice, classification, assessment, functional behavior assessment

Readings:

Silverman, W. K. & Hinshaw, S. The second special issue on evidence based psychosocial treatments for children and adolescents: A 10-Year update

Koocher, G. P., McMann, M. R., Sout, A. O, & Norcorss, J. C. Discredited assessment and treatment methods used with children and adolescents: A Delohi Poll

Chorpita, B. F. et al. Evidence-based treatments for children and adolescents: An update review of indicators of efficacy and effectiveness

Gelfand, D., Jenson, W. R., & Drew, C. Overview of classification

Lilienfeld, S. O., Wood, J., & Garb, H. What's wrong with this picture?

Sept 2nd: Evidence-based practice, classification, assessment, functional behavior assessment

McConaughy, S. Objective assessment of children's behavioral and emotional problems

Highlights of changes from the DSM-IV-TR to DSM-5

Utah State Office of Education Rules and Regulations, Classification 1-56, Discipline Procedures 109-116; Found on-line: <http://www.schools.utah.gov/sars/DOCS/law/finalrules-rev.aspx>

Sept 9th: Etiology and contributing factors

Readings:

Crew, S. D., Bender, H., Gresham, F., Kern, L., Vanderwood, M. & Cook, C. R. Risk and protective factors of emotional and/or behavioral disorders in children and adolescence" A mega-analytic synthesis

Gladwell, M. In plain view

Doll, B., & Lyon, M. Risk and resilience: Implications for the delivery of educational and mental health services in the schools

Carey, W. Temperament and behavior problems in the classroom

Curby, T. W., Rudasill, K. M., Edwards, T., & Perez-Edgar, K. The roll of classroom quality in ameliorating the academic and social risks associated with difficult temperament

Sept 16th: Etiology and contributing factors

King, E. The reactions of children to divorce

Hetherington, M., Bridges, M., & Insabella, G. What matters? What does not? Five perspectives on the association between marital transitions and children's adjustments

Gladwell, M. Do parents matter?

Sept 23rd: Pending-Guest Speaker

Sept 30th: Attention Deficit Hyperactivity Disorders

Readings:

Evans, S. W., Owens, J. S., & Bunford, N. Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder

Fabiano, G. A., Pelhman, W. E. etc. The single and combined effects of multiple intensities of behavior modification and methylphenidate for children with attention hyperactivity disorder in a classroom setting

DuPaul, G., Helwig, J. R., & Slay, P. M. Classroom Interventions for Attention and Hyperactivity

American Academy of Pediatrics, Clinical practice guideline: treatment of the school-aged child with attention-deficit/hyperactivity disorder

Oct 7th: Fall Break

Oct 14th h: ADHD/-TICs

DSM5- ADHD, Tourettes, LD 31-44

Readings:

Pfiffner, L. J., Vilodas, M, Kaiser, Ronney, M. & Burnett, K. Educational outcomes of a collaborative school-home behavioral intervention for ADHD

Clark, M. A., Bray, M. A., Kehle, T. J., & Truscott, S. D. A school based intervention designed to reduce the frequency of tics in children with Tourette's syndrome

Oct 21st: First Quiz

Oct 28th: Conduct Disorder and Oppositional Defiant Disorder

DSM5-Disruptive Disorders 219-226

Readings:

Eyberg, S., Nelson, M. M., & Boggs, S. R. Evidence-based treatments for children and adolescents with disruptive behaviors

Jenson, W., Harward, S., & Bowen, J. Externalizing Disorders in Children and Adolescents: Behavioral Excess and Behavioral Deficits

Costenbader, V., Buntaine, R. Diagnostic discrimination between social maladjustment and emotional disturbance: An empirical study

Sullivan, A. L, & Sadeh, S. Differentiating social maladjustment from emotional disturbance: A analysis of case law

Mulvey, E. & Cauffman, E. The inherent limits of predicting school violence

Dishion, T, McCord, J., & Poulin, F. When interventions do harm: Peer groups and problem behavior

Nov 4th: Depression and Suicide

DSM5- Depressive disorders 93-114; Bipolar disorders 65-92

Readings:

Gutierrez P. M. & Osman, A. Getting the best return on your screening investment: An analysis of Suicidal Ideation Questionnaire and Reynold's Adolescent Depression Scale

Barbe, R., Bridge, J., Birmaher, B., Kolko, D., & Brent, D. A. Suicidality and its relationship to treatment outcome in depressed adolescents

David-Ferdon, C. & Kaslow, N. J. Evidence based psychosocial treatments for child and adolescent Depression

Brunwasser, S. M. & Garberm J. Programs for the prevention of youth depression: Evaluation of efficacy, effectiveness, and readiness for dissemination

Guedner, B. & Merrell, K. W. Interventions for Students with Internalizing Behavioral Deficits

Reinecke, M. A., Ryan, N. E., & Dubois, D. L. Cognitive behavior therapy of depression and depressive symptoms during adolescence: A review and meta-analysis

Fristad, M. A. & MacPherson, H. A. Evidence-based treatments for child and adolescent bipolar spectrum disorders

Kahn, J, Kehle, T., Jenson, W. R., Clark, E. Comparison of cognitive-behavioral, relaxation, and self-modeling interventions for depression among middle school students

Nov 11th: Fears, Phobias, and Anxiety**DSM5- 115-154****Readings:**

Silverman, W. K., Pina, A., & Viswesvaran Evidence-based treatments for phobic and anxiety disorders in children and adolescents

Barrett, P. M., Farrell, L., Pina, A. A., Peris, T. S., & Piacentini Evidence-based treatments for child and adolescent obsessive-compulsive disorder

Ollendick, T. H. & Muris, P. The scientific legacy of Little Hans and Little Albert: Future directions for research on specific phobias in youth

Chiu, A. W., Langer, D. A., McLeod, B. D., Har, K., Drahota, A., Galla, B. M. Jacobs, J., Ifekwunigwe, M., & Wood, J. Effectiveness of modular CBT for child anxiety in elementary schools

Durand, V. M. Behavioral intervention for childhood sleep disorders

Ollendick, T. H., Cosra, N. Sirbu, C., Davis, T., Reuterskiold, Cederlund, & Jarrett, A. One-session treatment of specific phobias in youth: A randomized clinical trial in the United States and Sweden.

Kehle, T. J., Owen, S., & Cressy The use of self-modeling as an intervention in school psychology: A case study of an elective mute

Saint Louis, C. Coaxing children with selective mutism to find their voices

Witts, B. & Houlihan, D. Recent perspectives concerning school refusal behavior

Kearney, C., & Silverman, W. A preliminary analysis of a functional model of assessment and treatment of school refusal behavior

Nov 18th: Childhood Autism and Childhood Schizophrenia

DSM5-Neurodevelopmental Disorders 17-30; Schizophrenia 45-54

Readings:

Wong, C., Odom, S., Hume, K., Cox, A., Fetting, A, Kucharczyk, S., Brock, M., Plavnick, J., Fleury, V., & Schultz, T. Evidence-based practices for children, youth, and young adults with autism spectrum disorder.

Heflin, J. & Simpson, R. Interventions for children and youth with autism: Prudent choices in a world of exaggerated claims and empty promises

Jackson, J. W., Mulick, J. A., & Schwartz, A. A. A history of facilitated communication: Science, pseudoscience, and anti-science

Stacey, P. Floor time

Gross, J. Nudging toward normal

O'Neill, R., Jenson, W. R., & Radley, K. Interventions for challenging behaviors

Nov 25th: Self-Study Thanksgiving

Dec 2nd: Childhood Autism and Childhood Schizophrenia

Readings:

Eldevik, S., Hastings, R. P., Hughes, C., Jahr, J., Eikeseth, S., & Cross, S. Meta-analysis of early intense intervention for children with autism

Howard, J., Stanislaw, H., Green, G., Sparkman, C. R., & Cohen, H. Comparison of behavior analytic and eclectic early interventions for young children with autism after three years

Reaven, J., Blakely-Smith, A., Culhane-Shelburne, & Hepburn, S. Group cognitive behavior therapy for children with high functioning autism spectrum disorders and anxiety: A randomized Trial

Padawer, R. After autism

McClellan, J. & Stock, S. Practice parameter for the assessment and treatment of children and adolescents with schizophrenia

Dec 9th: Second Quiz and Papers Due

Psychopathology Paper Guidelines

Abstract Instructions

1. Pick five papers that either represents a childhood or adolescent condition (i.e., Attention Deficit Hyperactivity Disorder). The papers must be research based treatment; no anecdotal wonders. They must be data based from the years 2005-2015. Remember, if the study does not have a research design or outcome measures, than it is not research based. It helps to use data bases form the internet or search engines such as Google.com or Marriott Library data bases.
2. Use the attached abstract outline
3. Type the abstracts
4. Provide general introduction to the five papers about the condition (1 or 2 pages with references)
 - a. On the type of condition with your definition
 - b. How the condition was assessed in your papers
 - c. Types of treatments used in your papers to treat the condition
 - d. Problems and cautions to be used with this condition or problem area
5. Do not pick a paper from the text book or assigned readings used in class
- 6. Select papers by 1st Quiz, write their references (APA style) on a piece of paper, and hand them in by the end of class**
- 7. Hand in paper on Dec 9th**
- 8. Attach the copies of your five original papers from the journal to your class paper. They can be picked up later in the Department of Educational Psychology.**

Abstract Outline-One Paper

About 3 pages, Double Spaced, & Typed Per Paper

Reference: Author's name, (Year), Title of article, Journal name, volume, pages. APA format

Becker, L. J., & Seligman, C. (2008). Educational treatment of hyperactive children. Journal of Abnormal Child, 37, 1-7.

Descriptors: What type of subjects (i.e. hyperactive children), setting (i.e. school classroom), intervention (i.e. positive reinforcement of on-task behavior).

Precis: A brief one or two sentence description of the study (i.e. A random "beep" tape was used to reinforce hyperactive children in a special classroom to stay on task)

Introduction: This section should briefly describe any background information found in the introduction of the paper. Such items could include rationale for the study, important previous studies, and special issues.

Discussion: This section of the abstract should include a more detailed description of the subjects, design, and setting. Enough detail should be given to the intervention so that it might be used by someone reading the abstract.

Comments: This section should include in your words what you thought was important about this study and what makes it unique.

Include any drawback that you may have found in the study.

Critique and Cautions: This section should include any procedural concerns you may have about the techniques utilized in this study. (i.e. Timeout was used for too long of time for the behaviors in this study and the age of the subjects.

2. No appropriate behaviors were reinforced that could replace the inappropriate behaviors)

Suggested Journals and Internet Sources

Journal of Applied Behavior Analysis

Treatment and Education of Children

Behavior Modification; Journal of Clinical & Consulting Psy

Behavior Therapy; Journal of School Psychology

Journal of Behavior Therapy and Experimental Psychiatry

School Psychology Review

School Psychology Quarterly

Behavior Disorders

Behaviour Research and Therapy

Journal of Child and Family Behavior Therapy

Exceptional Children; Behavior Disorders

Journal of Abnormal Child Psychology

Journal of Child Clinical Psychology

APA PsycInfo, ERIC, MEDLINE, PsyScan-Clinical Psychology-Use the computer and search engines such as Google and Google Scholar

Journal of Autism and Developmental Disorders

Journal of Clinical and Consulting Psychology

Google Scholar