

# **CLP 4134**

## INTRODUCTION TO CLINICAL CHILD/PEDIATRIC PSYCHOLOGY

Fall Semester 2013

Tuesday, Periods 9-11 (4:05 – 7:05 pm)

HPNP Building, Room G-301

3 Credit Hours

### Instructors:

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By appointment

Please contact the appropriate instructor with questions and concerns using the following guidelines:

If your last name begins with the following letters, contact the indicated instructor.

A through H: Gowey

I through Q: Klitzman

R through Z: Bhuiyan

### Course Website:

We will be using E-Learning for this course. The website can be accessed at:

<https://lss.at.ufl.edu>. The syllabus, Powerpoints, and readings will be posted here weekly, in addition to grades when they become available.

### Course Description:

This course is designed to provide students with a broad overview of Clinical Child and Pediatric Psychology. The development of these fields as specialty areas within Clinical Psychology as well as the scope of practice will be discussed. The course will provide students with an introduction to the major behavioral and psychological disorders of childhood and adolescence, emphasizing methods of assessing and treating these disorders that are supported by research. The course will also review the various theoretical approaches to child and family therapy. Issues related to the education and training of child/pediatric psychologists, including training in ethics, multicultural competence, and legal matters will also be presented.

Course Objectives: By the end of the course, the student will have:

1. Gained a broad understanding of the historical development of the fields of clinical child psychology and pediatric psychology and learned about the roles, scope of practice, and settings of practice available to clinical child/pediatric psychologists.
2. Acquired understanding of most common psychological disorders of children and adolescents and how these disorders may present to clinicians.

3. Developed a basic knowledge of assessment techniques and common psychological treatment modalities used with children and families, with an awareness of which methods have been empirically supported.
4. Learned about multicultural considerations, ethical issues, and dealing with abuse/neglect within psychological practice.
5. Acquired an understanding of the training of clinical child/pediatric psychologists.

Required Text: Mash, E.J. & Wolfe, D.A. (2012). *Abnormal Child Psychology* (5<sup>th</sup> ed.). ISBN-10: 1111834490 | ISBN-13: 978-1111834494

This text has been ordered through the UF Text Adoption service and should be available at the bookstore. Used copies may also be available online. Assigned readings are listed below according to the lecture they accompany. Additional readings will be available for download on the course website for use with Adobe Acrobat Reader.

Course Format:

The format of this course will be primarily lectures, given by either the course instructors or guest lecturers. Case presentations will also be used during this course. Although the size of this course somewhat limits class discussions, students are encouraged to speak up if they have questions or comments about the material presented.

Exams and Grading:

Course grades will be based upon student performance on TWO equally weighted exams, worth 50 points each. Exams will not be cumulative and will cover material from lectures and readings. The format of exams will be multiple choice and short answer. Attendance will be taken at the end of EVERY class period, and will constitute 10 points total of your grade. Your final grade will be the percentage of points you have earned out of 110 possible points.

Final course grades will be based upon the following cut-offs:

<u>Grade</u>	<u>Percent</u>	<u>Points</u>
A	93-100	102 - 110
A-	90-92	99 - 101
B+	87-89	96 - 100
B	83-86	91 - 95
B-	80-82	88 - 90
C+	77-79	85 - 87
C	73-76	80 - 84
C-	70-72	77 - 79
D+	67-69	74 - 76
D	63-66	69 - 73
D-	60-62	66 - 68
F	59 and below	65 and below

There will be no make-up exams, except for documented medical reasons (i.e., physician note). If you miss an exam, you will receive a score of zero on that exam. Students who must miss class on the day of an exam may request arrangements to take the exam early, pending approval by the instructor. These arrangements must be made early in the semester. If you will miss a class or need to leave a class early please let the instructor know in advance.

### Extra Credit:

Extra credit assignments will be turned in must be turned in at the beginning of the **November 26<sup>th</sup>** lecture. **References are required and must be in APA formatting.** Students may choose to do the following activity for up to 5 points of extra credit:

1. Parent Resource Guide: Having a child with a newly diagnosed psychological condition can be a challenging and stressful experience for many families. Parents with a newly diagnosed child are often faced with the challenge of learning about their child's condition, researching treatment options and resources (if available), and determining both the short-term and long-term emotional, social, and academic implications of their child's condition. The information-seeking process involves being exposed to a large amount of information through books, the internet, the media, health care professionals, and other sources. This task can leave many parents feeling overwhelmed and isolated. In an effort to assist these parents, you will select a psychological condition covered in this course (instructor approval is required for conditions not covered) and create a parent resource guide. This guide should include information that parents of a child newly diagnosed with your selected condition would find helpful and should include, but is not limited to, information regarding:
  - condition symptoms/diagnosis criteria
  - treatment options and efficacy
  - community resources/support groups (Alachua County)
  - professional organizations for your selected condition
  - multi-cultural issues specific to your condition
  - short and long term emotional, academic/vocational, and psychosocial implications of your selected condition.

As the target audience of your portfolio are parents, your portfolio should be visually appealing, consistently formatted, and written in a clear manner (i.e., unfamiliar terms should be defined).

Class Attendance: Given that this is an upper level elective course, class attendance is expected and highly desirable. As previously noted, attendance will be taken at EVERY class throughout the semester and will contribute up to 10 points of your final grade (see above). You can miss two class periods without losing points. Each class you miss after these two periods will result in a deduction of two of the total 10 points. Lecture material will include information from assigned readings, but will not be exclusively from the textbook or assigned articles. It is especially important not to miss guest lectures, as the information discussed will be on exams and will be

more in-depth than the assigned readings. If you do miss a class, please be sure to request notes from your classmates.

Accommodations Due to Disability: Students who wish to obtain individual accommodations due to disability must first register with the Dean of Students, Office of Student Disability Services. That office will provide documentation to the student regarding allowable accommodations. The student must then provide this documentation to the instructors when requesting accommodation. These steps should be taken at the beginning of the semester.

Laptop, Cell Phone, and Newspaper Policy: Given that class lectures will be available online, laptops will be allowed in class, however if they appear to be causing a problem, disrupting class participation, or interfere in any other way with class this privilege will be revoked. Additionally, newspapers and cell-phones, including text-messaging, are prohibited during class. These items are distracting to both students and instructors and are disruptive to the learning environment. Students who are found to be in violation of these rules will be asked to leave the classroom. We appreciate your cooperation.

Counseling and Student Health: Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center located on Radio Road, 352-392-1575. Visit their websites for more information: <https://www.counseling.ufl.edu/cwc/> or <https://www.counseling.ufl.edu/cwc/Emergency.aspx>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the website at: [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from:

**The Alachua County Crisis Center: (352) 264-6789.**

*BUT- Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

<b>Date</b>	<b>Topic</b>	<b>Assigned Readings**</b>	<b>Lecturer</b>
Aug. 27 <sup>th</sup>	Introduction to Course-Syllabus Overview of Clinical Child Psychology	Mash & Wolfe: Ch 1 (pgs 1 – 26)	Bhuiyan, Gowey & Klitzman
Sept. 3 <sup>rd</sup>	Introduction to Assessment Developmental Considerations	Mash & Wolfe: Ch 4 (pgs 89-120)	Bhuiyan
Sept. 10 <sup>th</sup>	Mood Disorders	Mash & Wolfe: Ch 8 (pgs 244-284)	Gowey & Klitzman
Sept. 17 <sup>th</sup>	Anxiety Disorders Habit Disorders	Mash & Wolfe: Ch 7 (pgs 198-242)	Klitzman & Bhuiyan
Sept. 24 <sup>th</sup>	ADHD	Mash & Wolfe: Ch 5 (pgs 121-156)	Bhuiyan & Guest Lecturer
Oct. 1 <sup>st</sup>	Developmental Disorders Intellectual Disability Autistic Spectrum Disorders	Mash & Wolfe: Ch 9 (pgs 285-313) Mash & Wolfe: Ch 10 (pgs 314-344)	Bhuiyan & Klitzman
Oct. 8 <sup>th</sup>	ODD/Conduct Disorder Parent-Child Interaction Therapy	Mash & Wolfe: Ch 6 (pgs 157-197)	Bhuiyan & Gowey
Oct. 15 <sup>th</sup>	MIDTERM	n/a	Klitzman, Bhuiyan, & Gowey
Oct. 22 <sup>nd</sup>	Introduction to Pediatric Psychology Adherence to Pediatric Regimens	Mash & Wolfe: Ch 12 (pgs 389-405) La Greca & Mackey (2009)	Klitzman & Gowey
Oct. 29 <sup>th</sup>	Cystic Fibrosis HIV	Ziaian et al. (2006) Ledlie (2001)	Klitzman & Guest Lecturer
Nov. 5 <sup>th</sup>	Pediatric Obesity Feeding & Eating Disorders Gastrointestinal Disorders	Jackson et al. (2007) Mash & Wolfe: Ch. 13 (pgs 415-426)	Gowey & Guest Lecturer
Nov. 12 <sup>th</sup>	Pediatric Pain Pediatric Burns Sickle Cell Anemia	Cohen, Maclaren & Lim (2008) Landolt et al. (2002) Casey & Brown (2003)	Klitzman & Gowey
Nov. 19 <sup>th</sup>	Sleep Asthma Diabetes	Meltzer & Mindell (2006)	Gowey, Bhuiyan & Guest Lecturer
Nov. 26 <sup>th</sup>	Cancer & Pediatric Transplant ***Extra Credit Assignments Due***	Vannatta, Salley & Gerhardt (2009) Parmar (2003) Cohen & Mannarino (2004)	Gowey, Klitzman, & Guest Lecturer
Dec. 3 <sup>rd</sup>	FINAL EXAM	n/a	Klitzman, Gowey, & Bhuiyan

\*\* Please note that assigned readings are subject to change

## Additional Readings

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist, 57*, 1060-1073.
- American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology, second edition*. Washington, DC: American Psychological Association. .
- Casey, R.L., & Brown, R.T. (2003). Psychological aspects of hematologic diseases. *Child & Adolescent Psychiatric Clinics of North America, 12*, 567-584.
- Cohen, L., Maclaren, J., Lim, C.S. (2008). Pain and Pain Management. In Steele, Elkin, Robers (Eds.) *Handbook of Evidence Based Therapies for Children and Adolescents: Bridging Science and Practice*. (pp.281-295). Springer.
- Cohen, J. A., & Mannarino, A. P. (2004). Treatment of childhood traumatic grief. *Journal of Clinical Child and Adolescent Psychology, 33*, 819-831.
- Jackson, D., Wilkes, L., & McDonald, G. (2007). 'If I was in my daughter's body I'd be devastated': Women's experiences of mothering an overweight or obese child. *Journal of Child Health Care, 11(1)*, 29-39.
- La Greca, A.M. & Mackey, E. (2009). Adherence to pediatric treatment regimens. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology, 4<sup>th</sup> edition* (pp. 130-152). New York, NY: Guilford Press.
- Landolt, M. A., Grubermann, S., & Meuli, M. (2002). Family impact greatest: Predictors of quality of life and psychological adjustment in pediatric burn survivors. *Journal of Trauma, 53*, 1146-1151.
- Ledlie, S.W. (2001). The psychosocial issues of children with perinatally acquired HIV disease becoming adolescents: A growing challenge for providers. *AIDS Patient Care and STD's, 15(5)*, 231-236.
- Lockhart, E. (2003). The mental health needs of children and adolescents with cleft lip and/or palate. *Clinical Child Psychology and Psychiatry, 8*, 7-16.
- Meltzer, L.J. & Mindell, J.A. (2006). Sleep and sleep disorders in children and adolescents. *Psychiatry Clinics of North America, 29*, 1059-1076.
- Parmar, G., Wu, J.W., Chan, K.W. (2003). Bone marrow donation in childhood: One donor's perspective. *Psycho-Oncology, 12*, 91-94.

- Peris, T. S., & Emery, R. E. (2004). A prospective study of the consequences of marital disruption for adolescents: Predisruption family dynamics and postdisruption adolescent adjustment. *Journal of Clinical Child and Adolescent Psychology, 33*, 694-704.
- Piacentini, J. & Chang, S. (2005). Habit reversal training for tic disorders in children and adolescents. *Behavior Modification, 29*(6), 803-822.
- Piazza, C. C., Fisher, W. W., Brown, K. A., Shore, B. A., Patel, M., Katz, R. M., Sevin, B. M., Gulotta, C. S., & Blakely-Smith, A. (2003). Functional analysis of inappropriate mealtime behaviors. *Journal of Applied Behavior Analysis, 36*, 187-204.
- Vannatta, K. Salley, C.G., & Gerhardt, C.A. (2009). Pediatric Oncology: Progress and Future Challenges. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology, 4<sup>th</sup> edition* (pp. 319-333). New York, NY: Guilford Press.
- Wolchik, S. A., Wilcox, K. L., Tein, J. & Sandler, I. N. (2000). Maternal acceptance and consistency of discipline as buffers of divorce stressors on children's psychological adjustment problems. *Journal of Abnormal Child Psychology, 28*, 87-102.
- Wysocki, T. (2006). Behavioral assessment and intervention in pediatric diabetes. *Behavior Modification, 30*, 72-92.
- Ziaian, T., Sawyer, M.G., Reynolds, K.E., Carbone, J.A., Clark, J.J., Baghurst ,P.A., Couper, J.J., Kennedy, D., Martin, A.J., Staugas, R.E., & French, D.J. (2006). Treatment burden and health-related quality of life of children with diabetes, cystic fibrosis, and asthma. *Journal of Paediatrics and Child Health, 42*, 596-600.