CLP 4134: INTRODUCTION TO CLINICAL CHILD/PEDIATRIC PSYCHOLOGY

Fall Semester 2016

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

HPNP Building, Room G-114

3 Credit Hours

Instructors: Supervising Instructor: Dr. David Janicke (Djanicke@phhp.ufl.edu)

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| Name: | Kendra Krietsch, M.S. | Casey Lawless, M.S. | Sarah Stromberg, M.S. |
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| Office hours: | By appointment | By appointment | By appointment |

Please contact the appropriate instructor with questions and concerns. If your last name begins with the following letters, contact the indicated instructor.

A through Go: Kendra Krietsch

Gr through N: Casey Lawless

O through Z: Sarah Stromberg

Course Website: We will be using Canvas 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 (5th 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, we strongly encourage students to ask questions, comment on, and discuss the material presented.

Grading:

**Attendance:** Given that this is an upper level elective course, class attendance is expected, not optional. We will require you to sign into class each week to mark your class attendance. It will not be permitted to sign in for a friend; anyone caught doing this will lose their and their friend’s attendance point for the day. We will ask you to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you know in advance that you must miss a class period, please let your assigned instructor know via email; however, keep in mind that you will not earn your attendance point for that class missed. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with your assigned instructor to discuss content from that class.

* Each class will be worth 1 point and you will be allowed to miss up to 3 attendance points with no penalty for a total of 12 attendance points counting towards your final grade.

**Exams:** There will be TWO equally weighted exams, a midterm and a final. Exams will not be cumulative and will cover material from lectures and readings. The format of exams will be multiple choice and short answer. 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 or they will not be considered.

* Each exam will be worth 50 points, for a total of 100 exam points counting towards your final grade.

Your final grade will be the percentage of points you have earned out of 112 possible points.

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

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| Grade  | Percent  | Points | GPA |
| A  | 93-100 | 104-112 | 4.0 |
| A- | 90-92 | 101-103 | 3.67 |
| B+ | 87-89 | 97-100 | 3.33 |
| B  | 83-86 | 93-96 | 3.0 |
| B- | 80-82 | 90-92 | 2.67 |
| C+ | 77-79 | 86-89 | 2.33 |
| C | 70-76 | 78-85 | 2.0 |
| D+ | 67-69 | 75-77 | 1.33 |
| D | 63-66 | 71-74 | 1.0 |
| D- | 60-62 | 67-70 | .67 |
| F | 59 and below | 66 and below | 0.0 |

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 are available online, laptops will be allowed in class. **However,** we will expect that you only have course-related content up on your laptop during class. If your laptop appears to be causing a problem, this privilege will be revoked. Additionally, cell phones and 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 and will lose attendance points for the day. 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.*

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| **Date** | **Topic** | **Assigned Readings\*** |
| Aug. 23   | Introduction to Course- SyllabusOverview of Clinical Child Psychology | Mash & Wolfe: Ch 1 (pgs 1 – 26) |
| Aug. 30  | Introduction to AssessmentDevelopmental Considerations | Mash & Wolfe: Ch 4 (pgs 89-120) |
| Sept. 6 | Autistic Spectrum DisordersIntellectual Disability  | Mash & Wolfe: Ch 5 (pgs 121-156) |
| Sept. 13 | Anxiety DisordersHabit Disorders | Mash & Wolfe: Ch 7 (pgs 198-242)  |
| Sept. 20 | Mood Disorders | Mash & Wolfe: Ch 8 (pgs 244-284) |
| Sept. 27  | ADHD | Mash & Wolfe: Ch 9 (pgs 285-313)Mash & Wolfe: Ch 10 (pgs 314-344) |
| Oct. 4 | ODD/Conduct DisorderParent-Child Interaction Therapy | Mash & Wolfe: Ch 6 (pgs 157-197) |
| Oct. 11 | MIDTERM | n/a |
| Oct. 18 | Introduction to Pediatric PsychologyAdherence to Pediatric Regimens | Mash & Wolfe: Ch 12 (pgs 389-405)La Greca & Mackey (2009) |
| Oct. 25 | HIVCystic Fibrosis  | Ziaian et al. (2006)Ledlie (2001) |
| Nov. 1  | Gastrointestinal DisordersFeeding & Eating DisordersPediatric Obesity | Cunningham & Banez (2006) Mash & Wolfe: Ch. 13 (pgs 415-426)Jackson et al. (2007) |
| Nov. 8 | Cancer & Pediatric Transplant  | Vannatta, Salley & Gerhardt (2009) Parmar (2003)Cohen & Mannarino (2004) |
| Nov. 15 | SleepAsthmaDiabetes | Meltzer & Mindell (2009)Everhart et al. (2011)Wysocki, Buckloh, & Grecco (2009) |
| Nov. 22 | No class |  |
| Nov. 29 | Pediatric PainPediatric BurnsSickle Cell Anemia  | Cohen, Maclaren & Lim (2008)Landolt et al. (2002)Casey & Brown (2003) |
| Dec. 6 | FINAL EXAM | n/a |

\* Please note that assigned readings are subject to change

**Additional Readings**

1. Casey, R.L., & Brown, R.T. (2003). Psychological aspects of hematologic diseases. *Child & Adolescent Psychiatric Clinics of North America, 12,* 567-584.
2. 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.
3. Cohen, J. A., & Mannarino, A. P. (2004). Treatment of childhood traumatic grief. *Journal of Clinical Child and Adolescent Psychology, 33,* 819-831.
4. Cunningham, C. L., & Banez, G. A. (2007). Pediatric Gastrointestinal Disorders: Prevalence, Costs, and Rationale for a Biopsychosocial Approach. In Cunningham & Benez (Eds.) *Pediatric gastrointestinal disorders: Biopsychosocial assessment and treatment, (pp 1-12).* Springer Science & Business Media.
5. Everhart, R. S., Kopel, S., McQuaid, E. L., Salcedo, L., York, D., Potter, C., & Koinis-Mitchell, D. (2011). Differences in environmental control and asthma outcomes among urban Latino, African American, and non-Latino White families. *Pediatric Allergy, Immunology, and Pulmonology,* 24, 165-169.
6. 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.
7. La Greca, A.M. & Mackey, E. (2009). Adherence to pediatric treatment regimens. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology, 4th edition* (pp. 130-152). New York, NY: Guilford Press.
8. Landolt, M. A., Grubernmann, 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.
9. 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.
10. Meltzer, L.J. and Mindell, J.A. (2009). Pediatric Sleep. In M. Roberts & R. Steele (Eds.), Handbook of Pediatric Psychology, 4th edition (pp. 319-333). New York, NY: Guilford Press.
11. Parmar, G., Wu, J.W., Chan, K.W. (2003). Bone marrow donation in childhood: One donor’s perspective. *Psycho-Oncology, 12,* 91-94.
12. Vannatta, I., Salley, C.G., and Gerhardt, C.A. (2009). Pediatric Oncology: Progress and Future Challenges. In M. Roberts & R. Steele (Eds.), Handbook of Pediatric Psychology, 4th edition (pp. 319-333). New York, NY: Guilford Press.
13. Wysocki, T.M., Buckloh, L.M., & Greco, P. (2009). The Psychological Context of Diabetes Melilitus in Youths. In M. Roberts & R. Steele (Eds.), Handbook of Pediatric Psychology, 4th edition (pp. 319-333). New York, NY: Guilford Press.
14. 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.