

INTRODUCTION TO CLINICAL CHILD/PEDIATRIC PSYCHOLOGY

CLP 4134

3 CREDIT HOURS

FALL 2018

HPNP BUILDING, ROOM G-201

TUESDAY, PERIODS 9-11 (4:05 – 7:05 PM)

INSTRUCTOR: Mallory Netz, mnetz1@php.ufl.edu

SUPERVISING INSTRUCTOR: Dr. David Janicke, djanicke@php.ufl.edu

OFFICE HOURS: Office hours may be scheduled by appointment.

COURSE WEBSITE: We will be using Canvas for this course. The website can be accessed at: <http://lss.at.ufl.edu>. The syllabus, lecture slides, and relevant readings will be posted here weekly, in addition to grades when they become available.

COURSE COMMUNICATIONS: Email is the preferred mode of communication to contact the course instructor. *When emailing, please include CLP 4134 in the subject line of all emails to facilitate a more timely response.* Questions about the course are welcome both in-person during class or via email. However, please note that it is expected that you have already referenced the class syllabus prior to asking your question.

REQUIRED TEXT: Mash, E.J. & Wolfe, D.A. (2016). *Abnormal Child Psychology* (6th ed.). ISBN-10: 1305105427 | ISBN-13: 978-1305105423

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 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.

PREREQUISITE KNOWLEDGE AND SKILLS: The following courses are prerequisites for this course: General Psychology (PSY 2012), Abnormal Psychology (CLP 3144), Introduction to Statistics 1 (STA 2023). Individual exceptions may be made on a case-by-base basis and should be cleared with the course instructor prior to the course.

COURSE GOALS AND/OR OBJECTIVES: By the end of this course, students 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.

COURSE POLICIES:

ATTENDANCE POLICY: *Each of the 14 class periods will be worth 1 point. This includes midterm and exam days. You will be allowed to miss up to 2 attendance points with no penalty for a total of 12 attendance points counting toward your final grade.* Given that this is an upper level elective course, class attendance is expected, not optional. You will be required to sign into class each week to mark your class attendance. It will not be permitted to sign in for a classmate; anyone caught doing this will lose their and their classmate's attendance point for the day. You will be asked to sign in at a random time during the class period to encourage attendance throughout the duration of the class. If you do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with your instructor to discuss content from that class. It is expected that you arrive on time for class and remain for the full class period. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

EXAM POLICY: There will be TWO equally weighted exams, a midterm and a final. *Each exam will be worth 50 points, for a total of 100 exam points counting toward your final grade.* 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.

ASSIGNMENT POLICY: *There will be one project worth 35 points, due on November 13th at 4:00pm (prior to lecture).* Each student will be required to create a brochure for parents of children with a chronic illness. Having a child with a newly diagnosed medical 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 and related psychological concerns. In an effort to assist these parents, you will be tasked with creating a brochure for parents with relevant information. The requirements and grading rubric for the assignment will be distributed on October 16th.

MAKE-UP POLICY: Students who must miss an assignment deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. Requirements for class attendance and make-up assignments and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number with document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

COURSE TECHNOLOGY: Given that class lectures are available online, laptops will be allowed in class. However, it is expected that you only have course-related content up on your laptop during class. If technology use 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 the instructor 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.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

GRADING POLICIES:

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

<u>Requirement</u>	<u>Due Date</u>	<u>Points</u>	<u>% of Final Grade</u>
Attendance	Weekly	12	8%
Midterm	October 16 th	50	34%
Brochure Project	November 13 th	35	24%
Final Exam	December 4 th	50	34%
Total Possible Points		147	100%

GRADING SCALE: Final course grades will be based upon the following cutoffs:

<u>Letter Grade</u>	<u>% of Total Points Earned</u>	<u>Total Points Earned</u>	<u>Grade Point Average</u>
A	93-100	136-147	4.0
A-	90-92	132-135	3.67
B+	87-89	128-131	3.33
B	83-86	122-127	3.0
B-	80-82	117-121	2.67
C+	77-79	113-116	2.33

C	73-76	107-112	2.0
C-	70-72	103-106	1.67
D+	67-69	98-102	1.33
D	63-66	92-97	1.0
D-	60-62	88-91	.67
F	59 and below	87 and below	0.0

COURSE SCHEDULE:

CLP 4134 COURSE SCHEDULE			
Week/Date	Topic	Assigned Readings*	Lecturer
1/Aug. 28	Introduction to Course- Syllabus Overview of Clinical Child Psychology Introduction to Assessment Developmental Considerations	Mash & Wolfe: Ch 1 (pgs 1 – 25) Mash & Wolfe: Ch 4 (pgs 82-122)	Netz
2/Sep. 4	Autistic Spectrum Disorders Intellectual Disability	Mash & Wolfe: Ch 5 (pgs 124-155), Ch 6 (pgs 156-186)	Netz
3/Sep. 11	Anxiety Disorders	Mash & Wolfe: Ch 11 (pgs 355-399)	Netz
4/Sep. 18	Mood Disorders	Mash & Wolfe: Ch 10 (pgs 310-354)	Netz
5/Sep. 25	ADHD	Mash & Wolfe: Ch 8 (pgs 227-266)	Netz
6/Oct. 2	ODD/Conduct Disorder Parent-Child Interaction Therapy	Mash & Wolfe: Ch 9 (pgs 267-309)	Netz
7/Oct. 9	Introduction to Pediatric Psychology Adherence to Pediatric Regimens	Mash & Wolfe: Ch. 13 (pgs 441-466) La Greca & Mackey (2009)	Netz
8/Oct. 16	MIDTERM (weeks 1-7)	N/A	N/A
9/Oct. 23	HIV Cystic Fibrosis	Ledlie (2001) Powers (2015)	Netz Andrea Fidler
10/Oct. 30	Pediatric Obesity Gastrointestinal Disorders Feeding & Eating Disorders	Cunningham & Banez (2006) Mash & Wolfe: Ch. 14 (pgs 475-505) Jackson et al. (2007)	Netz
11/Nov. 6	Pediatric Transplant Cancer	Vannatta, Salley & Gerhardt (2009) Parmar (2003) Cohen & Mannarino (2004)	Netz
12/Nov. 13	Sleep Asthma Diabetes	Meltzer & Mindell (2006) Everhart et al. (2011) Wysocki, Buckloh, & Grecco (2009)	Netz Sarah Westen
Nov. 20	NO CLASS	N/A	N/A
13/Nov. 27	Pediatric Burns Sickle Cell Anemia Pediatric Pain	Cohen, Maclaren & Lim (2008) Landolt et al. (2002) Casey & Brown (2003)	Netz Elise Turner Molly Basch
14/Dec. 4	FINAL EXAM (weeks 8-14)	N/A	N/A

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. Some of the readings may change, but will be uploaded to Canvas well in advance of class lectures.

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., & Mindell, J. A. (2006). Sleep and sleep disorders in children and adolescents. *Psychiatric Clinics of North America*, 29(4), 1059-1076.
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. Powers SW, Stark LJ, Chamberlin LA, et al. Behavioral and Nutritional Treatment for Preschool-Aged Children With Cystic Fibrosis: A Randomized Clinical Trial. *JAMA Pediatrics*. 2015;169:e150636.
13. 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.
14. 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.