

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 6476: Lifespan Psychopathology (4 credit hours)**  
 Fall: 2018  
 Delivery Format: On-Campus

Instructor Name: Brenda Wiens, Ph.D. (Child); Duane Dede, Ph.D. (Adult)  
 Room Number: HPNP G-201 (Tuesday and Wednesday)  
 Days: Tuesday 1:55pm-3:50pm (Child); Wednesday 9:35am-11:30am (Adult)  
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 Office Hours: by Appointment  
 Preferred Course Communications: E-mail

### **Prerequisites**

First year graduate student in Clinical and Health Psychology Ph.D. program

## **PURPOSE AND OUTCOME**

### **Course Overview**

This course is designed to familiarize the student with the range of child, adolescent, and adult psychological disorders seen in clinical practice across the lifespan. Emphasis will be placed on developmental factors, diagnostic issues, theoretical formulations, etiology, evidence-based treatments, and research findings related to each of these conditions. Issues such as comorbidity (simultaneous presentation of two or more disorders), cultural influences on the expression of mental disorders, and psychological factors related to physical conditions will also be considered. The clinical manifestations of each of these conditions will be illustrated through the use of case examples and or video presentation.

### **Relation to Program Outcomes**

This is a required course for first year graduate students in the Clinical and Health Psychology doctoral program. This course will aid in the development of psychological diagnostic skills for child and adult populations.

### **Course Objectives and/or Goals**

Upon successful completion of the course, students will be able to:

- demonstrate knowledge of diagnostic criteria for various forms of psychopathology as these are reflected in children, adolescents, and adults
- demonstrate knowledge of etiological factors and theoretical perspectives relevant to these forms of psychopathology
- demonstrate knowledge of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span
- demonstrate knowledge of current research findings relevant to these disorders
- discuss and examine the relevance of cultural factors to the development, diagnosis, outcome and treatment of these conditions, and
- demonstrate knowledge of evidence-based assessments and treatments for the range of disorders considered.

### **Instructional Methods**

Over the course of the semester, each week the class will consist of one two-hour class dealing with various common forms of psychopathology as these are reflected in children and adolescents and a second two-hour class meeting focusing on various forms of psychopathology as they are reflected in adults of varying ages. Faculty members teaching the class will be individuals with specific expertise in the areas of child/adolescent and adult psychopathology, respectively. Class instructional methods will consist of combinations of lectures using PowerPoint (slides will be made available prior to class time in the course share folder), group

discussions, presentation of clinical case material and demonstrations. In addition, adult psychopathology lectures will be supplemented by a “movie night” (attendance is optional but encouraged) which will include viewing and discussions of cinematic depiction of psychopathology and its social context. A list of movies has been identified and additional ideas will be solicited from participants. Both the child and adult psychopathology portion of the class will also require students to prepare a **30 minute presentation** on topics that will be assigned/chosen during the first week of class.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	8/22/18	Lifespan issues in psychopathology, diagnosis and classification of psychological disorders	**Please see reading list in the Appendix to this syllabus**
2	8/28/18 8/29/18	Development and risk factors in psychopathology Other Psychotic Disorders, Dissociative Disorders and Impulse-Control Disorders	**Please see reading list in the Appendix to this syllabus**
3	9/4/18 9/5/18	Overview of DSM-5 Neurodevelopmental Disorders; Autism Spectrum Disorder Neurocognitive Disorders (Delirium, Dementia and other Cognitive Disorders)	**Please see reading list in the Appendix to this syllabus**
4	9/11/18 9/12/18	Autism Spectrum Disorder (con't); Intellectual Disabilities Anxiety Disorders in early, middle, and later adulthood	**Please see reading list in the Appendix to this syllabus**
5	9/18/18 9/19/18	ADHD in childhood and adolescence Substance-related and Addictive Disorders	**Please see reading list in the Appendix to this syllabus**
6	9/25/18 9/26/18	ADHD (con't); Tic Disorders; Specific Learning Disorders <b>Case conceptualization assignment (child) due on 9/28 by 5pm</b> Schizophrenia spectrum	**Please see reading list in the Appendix to this syllabus**
7	10/2/18 10/3/18	Oppositional Defiant Disorder/Conduct Disorder <b>3 student presentations (adult)</b>	**Please see reading list in the Appendix to this syllabus**
8	10/9/18 10/10/18	Adolescent Substance Use; <b>1 student presentation (child)</b> Somatic Symptom and Related Disorders; Sleep-Wake Disorders	**Please see reading list in the Appendix to this syllabus**
9	10/16/18 10/17/18	<i>Dr. Wiens out</i> – Dr. Alana Rawlinson will guest lecture on Pediatric Psychology, and Elimination Disorders: Enuresis and Encopresis Adult Midterm	**Please see reading list in the Appendix to this syllabus**
10	10/23/18 10/24/18	Child and Adolescent Mood Disorders Depressive, Bipolar, and related disorders	**Please see reading list in the Appendix to this syllabus**

Week	Date(s)	Topic(s)	Readings
11	10/30/18	<b>2 student presentations (child);</b> Fact-finding cases <b>Case conceptualization assignment (child) due by 9am</b>	**Please see reading list in the Appendix to this syllabus**
	10/31/18	Depressive, Bipolar, and related disorders (con't); <b>Quiz (adult)</b>	
12	11/6/18	Anxiety Disorders in children and adolescents	**Please see reading list in the Appendix to this syllabus**
	11/7/18	<b>2 student presentations (adult)/</b> case videos	
13	11/13/18	Anxiety Disorders in children and adolescents (con't); Obsessive-Compulsive Disorder in children	**Please see reading list in the Appendix to this syllabus**
	11/14/18	Personality Disorders	
14	11/20/18	Trauma and Stressor-Related Disorders in Childhood and Adolescence; <b>2 student presentations (child);</b> <b>Case conceptualization assignment (child) due by 9am</b>	**Please see reading list in the Appendix to this syllabus**
	11/21/18	HOLIDAY(Thanksgiving break) – NO CLASS	
15	11/27/18	Cultural competence and mental health disparities in clinical child psychology	**Please see reading list in the Appendix to this syllabus**
	11/28/18	Eating Disorders and Obsessive-Compulsive and related disorders; <b>2 student presentations (adult);</b> review for final	
16	12/4/18	<b>2 student presentations (child);</b> Fact-finding cases; review for final	N/A
	12/5/18	<b>FINAL (adult)</b>	
17	12/11/18	<b>FINAL (child)</b>	N/A

### Course Materials and Technology

Copies of the Powerpoint slides for all lectures are available within the LIFESPAN PSYCHOPATHOLOGY FALL 2018 folder. Digital “mock” interviews for completion of case conceptualization assignments for the child portion of the course will be available in this folder as well. Other media may be added to this folder over the semester.

#### Adult Related Readings

The following texts are required and may be purchased in the HSC Bookstore:

Sadock, B.J., Sadock, V. A., & Ruiz, P. (Eds.). (2014). *Kaplan and Sadock's Synopsis of Psychiatry (11th Ed.)*. New York: Williams & Wilkins.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*. Washington, D.C.: American Psychiatric Association.

A listing of additional readings for the adult-focused portion of this course is provided in the Appendix to this syllabus. These readings can be found on the student share drive in a folder devoted to this course, labeled “Lifespan Psychopathology” (S:\CP-Student\LIFESPAN PSYCHOPATHOLOGY Fall 2018), under the heading of “Dede Readings.” These readings will include selected de-identified cases that will be discussed during listed weeks. Please also download the “iTunesU” app. Various podcasts will be discussed during the semester.

#### Child/Adolescent Related Readings

The following texts are required and may be purchased in the HSC Bookstore:

Mash, E. J., & Barkley, R. A. (2014). *Child Psychopathology, 3<sup>rd</sup> Edition*. New York: The Guilford Press.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*. Washington, D.C.: American Psychiatric Association.

A listing of additional readings for the child/adolescent portion of this course is provided in the Addendum to this syllabus. These readings can be found on the student share drive in a folder devoted to this course, labeled "Lifespan Psychopathology" (S:\CP-Student\LIFESPAN PSYCHOPATHOLOGY Fall 2018), under the heading of "Wiens Readings."

For technical support for this class, please contact the UF Help Desk at:

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

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Students will be required to give two 30 minute presentations (one for the child portion of the course and one for the adult portion of the course) on topics that will be assigned/chosen at the beginning of the semester. Students will partner up in groups of two for their presentations (partners do not need to be the same for the child and adult portions of the course). These presentations can be done using PowerPoint, Prezi, or other presentation methods approved by the instructors. Requirements for presentations will be discussed at the beginning of the course. For the child portion of the course, there will be 3 case conceptualization assignments. For these assignments, students will watch a mock interview of a parent (designed to simulate an interview with a parent of a child presenting for assessment), and will answer diagnostic conceptualization questions related to that interview, as well as other questions covering lecture information that may relate to the mock case.

### Grading

Grades will be based on the results of mid-term (adult) and final examinations (adult and child), one quiz in the adult portion of the course, case conceptualizations assignments in the child portion of the course, as well as class presentations in both the adult and child portions of the course. Each of the two presentations will be worth a total of 100 points (Total for the course = 200 points). The 3 child case conceptualization assignments will be worth 20 points each (Total for the course = 60 points). Each of the adult exams will be worth a total of 60 points (Total for the course = 120), and the child final exam will be worth 70-80 points (exams across the course will total 190-200 points). For the adult portion of the course, there will also be one quiz worth 20 points. Grades will be determined by adding points earned across all required elements for the course, and then dividing that number by the total possible points.

Requirement	Due date	Points
Presentation (child)	TBA	100 points
Presentation (adult)	TBA	100 points
Case conceptualization 1 (child)	09/28/18 by 5pm	25 points
Mid-Term (adult)	10/17/18**	60 points
Case conceptualization 2 (child)	10/30/18 by 9am	25 points
Quiz (Adult)	10/31/18	20 points
Case conceptualization 3 (child)	11/20/18 by 9am	25 points
Final Exam (adult)	12/05/18	60 points
Final Exam (child - cumulative)	12/11/18	65 points
		TOTAL points possible for course = 480

\*\*Tentative date

Point system used: This is points per assignment. All points will be totaled to calculate a percentage based on the same system listed below.

<b>Points earned</b>	<b>93-100</b>	<b>90-92</b>	<b>87-89</b>	<b>83-86</b>	<b>80-82</b>	<b>77-79</b>	<b>73-76</b>	<b>70-72</b>	<b>67-69</b>	<b>63-66</b>	<b>60-62</b>	<b>Below 60</b>
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Exam Policy**

There will be a total of three exams for this course: 1 mid-term (for the Adult portion of the course) and 2 finals (one each for the Child and Adult portions of the course). The point totals for the exams are presented under grading (above). Exams may consist of a mixture of short answer, listing/multiple-choice, and essay questions related to research relevant to various disorders, assessment, diagnostic, treatment, or other issues relevant to a lifespan conceptualization of psychopathology. Exams will be based on information from readings, case examples, classroom video presentations, lectures, and class discussion. Exams will be administered in-class by the instructors.

### **Policy Related to Make up Exams or Other Work**

Students who must miss class because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination or presentation (that the student is scheduled to present) must be missed because of illness, a doctor's note is required. Make-ups for exams will only be allowed in the event of a documented illness and will need to be scheduled with course faculty. "Requirements for class attendance and make-up exams, 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/ugrad/current/regulations/info/attendance.aspx>."

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 will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Class Attendance**

Attendance and active participation in class sessions is required. Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor via e-mail.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional

information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

We expect active participation from all students during each class meeting. During lectures and in-class activities, we expect students to be engaged, raise questions, and add comments to help foster understanding and learning of the material. We want to limit distractions to student engagement and participation during class; therefore, we have instituted a policy of no laptop, tablet, or other electronic device use during class unless otherwise instructed. Our decision to limit laptop use is informed by research in this area [e.g., Mueller, P.A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168]. We will provide a copy of slides used in our lectures in advance, should you wish to print them out for notetaking. Should you have documented accommodations requiring laptop use, please discuss your accommodations with the instructors.

Please refrain from using I-pods, cell phones or any similar electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Please turn off your cell phone or set it to silent mode when class begins; if you forget and it rings, turn it off without answering. We do not want students utilizing cell phones during class unless there is an urgent issue (*if you have a special circumstance when contact by cell phone is vital, see the instructor in advance, make sure that you turn the phone to "vibrate," and take the call outside of the classroom so as to not disturb your classmates*).

Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

### Communication Guidelines

It is expected that e-mail communications and behavior with course faculty and other students enrolled in the course will be professional and respectful. Per the Clinical and Health Psychology graduate student handbook, it is never appropriate to post information about patients on the internet in any fashion, even if identifying information is not included (this includes any case examples discussed in class).

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Course evaluations will help to inform improvements and future modifications to the course, and are also used as part of faculty tenure and promotion packets (as such, they may have a direct influence on faculty tenure and promotion). Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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 web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

**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.**

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as

protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)



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## Appendix – Course Readings

### Required Adult Psychopathology Readings

#### **Introduction: Life Span issues in Psychopathology, Diagnosis and Classification – Week 1**

Gottesman, I. (2001). Psychopathology through a life span-genetic prism. *American Psychologist*, 56 (11), 867 - 878.

Achenbach, T.M. & Rescorla, L.A. (2006). Developmental issues in assessment, taxonomy, and diagnosis of psychopathology. In D. Chicchetti and D. Cohen (Eds.) *Developmental Psychopathology, Volume 1: Theory and Method* (2<sup>nd</sup> Edition), Hoboken, NJ, Wiley, 139 – 180.

Youngstrom, E. (2008). Evidence-based strategies for the assessment of developmental psychopathology: measuring prediction, prescription, and process. In E.W. Craighead, D.J. Miklowitz, & L.W. Craighead (Eds.), *Psychopathology: History, diagnosis, and empirical foundations*. Hoboken, NJ: Wiley.

#### **Neurocognitive Disorders – Week 3**

Collins, M., Grindell, S., Lovell, M.R., Dede, D.E, Moser, D.J., Phalin, B.R., Nogle, S., Wasik, M., Cordry, D., Daugherty, M.K., Sears, S.F., Nicolette, G., Indelicato, P. & McKeag., D.B. (1999) Relationship between concussion and neuropsychological performance in college football players. *JAMA*, 282: 964-970.

Roman, G.C., Sachdev, P., Royal, D.R., Bullock, R.A., Orgogozo, J., Lopea-Pousa, S., Arizaga, R., and Wallin, A. (2004). Vascular cognitive disorder: a new diagnostic category updating vascular cognitive impairment and vascular dementia. *Journal of Neurological Sciences*, 226: 81-87.

Satz, P. (1993). Brain reserve capacity on symptom onset after brain injury: A formulation and review of evidence for threshold theory. *Neuropsychology*, 7: 273-295.

#### **Substance-Related and Addictive Disorders - Week 5**

Mintzer, M.Z., Copersino, M.L. and Stitzer, M.L. (2005). Opioid abuse and cognitive performance. *Drug and Alcohol Dependence*, 78: 225-230.

#### **Depressive and Bipolar Disorders – Weeks 10 and 11**

Baune, B. T., Suslow, T., Arolt, V. and Berger, K. (2007). The relationship between psychological dimensions of depressive symptoms and cognitive functioning in the elderly: The MEMO-Study. *Journal of Psychiatric Research*, 41: 247-254.

Miklowitz, D.J. and Cicchetti, D. (2006). Toward a life span developmental psychopathology perspective on bipolar disorder. *Development and psychopathology*, 18, 935 – 938.

See “Tyson” PDF and de-identified report (July 2014)

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### Required Child/Adolescent Psychopathology Readings

#### **Development and Risk Factors in Psychopathology – Week 2**

Troller-Renfree, S., & Fox, N. A. (2017). Sensitive Periods in Development: Implications for Risk and Resilience. In J. L. Luby (Ed.) *Handbook of Preschool Mental Health* (2<sup>nd</sup> Ed) (pp. 3-26). New York: Guilford Press.

Navsaria, N., Gilbert, K., Lenze, S. N., & Whalen, D. J. (2017). Effects of Early Environment and Caregiving: Risk and Protective Factors in Developmental Psychopathology. In J. L. Luby (Ed.) *Handbook of Preschool Mental Health* (2<sup>nd</sup> Ed) (pp. 27-72). New York: Guilford Press.

#### **Autism Spectrum Disorder and Intellectual Disabilities – Weeks 3 and 4**

DSM-5 section on Autism Spectrum Disorder (pages 50-59)

Child Psychopathology Textbook – Chapter 11 (Autism Spectrum Disorder), Chapter 13 (Intellectual Disability)

**Attention Deficit Hyperactivity Disorder – Weeks 5 and 6**

DSM-5 sections on ADHD (pages 59-66)

Child Psychopathology Textbook – Chapter 2 (Attention-Deficit/Hyperactivity Disorder)

**Learning Disorders, Tic Disorders – Week 6**

DSM-5 sections Learning Disorders (pages 66 to 74), and Tic Disorders (pages 81-85)

Child Psychopathology Textbook – Chapter 14 (Learning Disabilities), Chapter 9 (Obsessive-Compulsive Spectrum Disorders – section on Tic Disorders)

Murphy, T. K., Lewin, A. B., Storch, E. A., Stock, S., & AACAP-CQI. (2013). Practice parameter for the assessment and treatment of children and adolescents with tic disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 1341-1359.

Hosp, J. L., Huddle, S., Ford, J. W., & Hensley, K. (2016). Learning disabilities/special education. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2<sup>nd</sup> Ed)* (pp. 43-58). New York: Springer.

Miciak, J., Fletcher, J. M., & Stuebing, K. K. (2016). Accuracy and validity of methods for identifying learning disabilities in a response-to-intervention service delivery framework. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2<sup>nd</sup> Ed)* (pp. 421-440). New York: Springer.

**Oppositional Defiant/Conduct Disorder – Week 7**

DSM-5 sections on ODD (pages 462-466) and CD (pages 469-476)

Child Psychopathology Textbook – Chapter 3 (Conduct and Oppositional Defiant Disorders)

**Adolescent Substance Use – Week 8**

Child Psychopathology Textbook – Chapter 4 (Adolescent Substance Use Disorders)

**Elimination Disorders: Enuresis and Encopresis; Overview of Pediatric Psychology – Week 9**

DSM-5 section on Elimination Disorders (355-360)

Fritz, G., Rockney, R., et al. (2004). Summary of the practice parameters for the assessment and treatment of children and adolescents with enuresis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 43, 123-125.

Shepard, J. A., & Cox, D. J. (2017). Elimination disorders: Enuresis and encopresis. In M. C. Roberts & R. G. Steel (Eds.), *Handbook of Pediatric Psychology (5<sup>th</sup> Ed)* (pp. 442-451). New York: Guilford Press.

Wassom, M. C., & Christophersen, E. R. (2014). A clinical application of evidence-based treatments in pediatric functional constipation and incontinence. *Clinical Practice in Pediatric Psychology*, 2, 294-311.

Chapter 19 (Health-Related and Somatic Symptom Disorders)

**Child/Adolescent Mood Disorders – Weeks 10 and 11**

DSM-5 section on Disruptive Mood Dysregulation Disorder (pages 156-160); sections on Bipolar I and II disorders (pages 123-139), Major Depressive Disorder (pages 160-168), and Persistent Depressive Disorder (pages 168-171)

Child Psychopathology Textbook – Chapter 4 (Child and Adolescent Depression), Chapter 6 (Pediatric Bipolar Disorder)

Lochman, J. A., et al. (2015). An empirically based alternative to DSM-5's disruptive mood dysregulation disorder for ICD-11. *World Psychiatry*, 14, 30-33.

Zepf, F. D., Biskup, C. S., Holtmann, M., & Runions, K. (2016). Disruptive mood dysregulation disorder. In Rey JM (Ed.), IACAPAP e-Textbook of Child and Adolescent Mental Health (pp. 1-13). Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions.

**Child/Adolescent Anxiety Disorders; Child/Adolescent OCD – Weeks 12 and 13**

DSM-5 section on Anxiety Disorders (starts page 189, review Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Generalized Anxiety Disorder) and on OCD (pages 237-242)

Child Psychopathology Textbook – Chapter 8 (Anxiety Disorders), Chapter 9 (Obsessive-Compulsive Spectrum Disorders – section on OCD)

**Child/Adolescent Trauma and Stressor Disorders – Week 14**

DSM-5 section on PTSD (pages 271-280)

Child Psychopathology Textbook – Chapter 10 (Childhood Posttraumatic Stress Disorder)

**Cultural Competence & Mental Health Disparities in Clinical Child Psychology – Week 15**

Costello, E. J., He, J., Sampson, N. A., Kessler, R. C., & Merikangas, K. R. (2014). Services for adolescents with psychiatric disorders: 12-month data from the National Comorbidity Survey-Adolescent. *Psychiatric Services, 65*, 359-366.

Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice, 38*, 356-362.

Lescano, C. M., & Rahill, G. J. (2017). Racial and Ethnic Health Disparities. In M. C. Roberts & R. G. Steel (Eds.), *Handbook of Pediatric Psychology (5<sup>th</sup> Ed)* (pp. 499-508). New York: Guilford Press.

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**Research Domain Criteria (RDoC) Readings**

[*This one is a longer article, but is a good reference for how RDoC compares to typical diagnostic approaches*] - Clark, L. A., Cuthbert, B., Lewis-Fernandez, R., Narrow, W. E., & Reed, G. M. (2017). Three approaches to understanding and classifying mental disorder: ICD-11, DSM-5, and the National Institute of Mental Health's Research Domain Criteria (RDoc). *Psychological Science in the Public Interest, 18*, 72-145.

Kozak, M. J., & Cuthbert, B. N. (2016). The NIMH Research Domain Criteria initiative: Background, issues, and pragmatics. *Psychophysiology, 53*, 286-297.

Lang, P. J., McTeague, L. M., & Bradley, M. M. (2015). RDoC, DSM, and the reflex physiology of fear: A bi-dimensional analysis of the anxiety disorders spectrum. *Psychophysiology, 53*, 336-347.