

University of Florida
College of Public Health & Health Professions Syllabus
CLP 4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)
Fall, 2019
PHHP Building G-312
Delivery Format: Blended
Course Website or E-Learning: Canvas

Instructor Name: Joy Gabrielli, PhD
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Office Hours: Thursdays: 1 – 3pm or by appointment
Teaching Assistants: NA
Preferred Course Communications: email

Prerequisites

PSY 2012 and CLP 3144, and STA 2023

PURPOSE AND OUTCOME

Course Overview

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.

Relation to Program Outcomes

This course serves as an upper-level course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, and early development undergraduate training programs.

Course Objectives and/or Goals

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.

Instructional Methods

Introduction to Blended Learning

A Blended Learning class uses a mixture of technology and face-to-face instruction to help students maximize their learning. Blended learning typically involves multiple technologies such as E-Learning systems, online video, and web assignments for the communication of information. Knowledge content that would have traditionally been presented during a live class lecture is instead provided online before the live class takes place. This allows more of the face-to-face time to focus on the higher levels of learning. These rich interactions with the instructor can be used to help students think critically, obtain expertise, and practice clinical reasoning.

Why Blended Learning?

Because health professions highly value the professionals' clinical skills and ability to interpret information in addition to what they know, passive engagement with presentations and rote learning do not adequately prepare students for their respective professions. Blended Learning prepares students for the rigorous requirements of health professions by creating meaningful student/teacher and peer interactions centered in problems and skill sets that resemble those likely to be experienced in the student's chosen field.

What Does It Mean for Students?

Students are expected to come to class prepared by completing all out-of-class readings and assignments. The coursework outside of class typically lays a foundation of knowledge or gives students practice needed to engage in higher levels of learning during live class sessions. During the face-to-face class time, students practice critical skills used by health professionals – critical thinking, problem solving, collaborating, and/or applying concepts gained from the out-of-class assignments to real-world examples. If students are not prepared for the face-to-face sessions, they will likely struggle to reach the higher learning goals of the course. When students come prepared, they can be active participants throughout the blended learning course experience, which will help them master course material and maintain what they have learned beyond the end of the course.

The format of this course will be primarily lectures, given by either the course instructor, guest lecturers, or lectures pre-recorded and available online. Case presentations and video instruction will also be used during this course, and these materials will be made available on the course website as well. Although the size of this course somewhat limits class discussions, I strongly encourage students to ask questions, comment on, and discuss the material presented. Effort will be given to provide engaging and participatory lectures.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (readings subject to change per Instructor's planning)

Topics *in italics* will be provided through online supplement via the course website on Canvas.

Week	Date(s)	Topic(s)	Tasks Due	Readings
1	Aug 22	Course Introduction & Basic Concepts		Mash & Wolf: Ch1
2	Aug 29	Introduction to Assessment & <i>Developmental Considerations</i>	Ask It/Find It #1 Lecture Quiz #1	Mash & Wolf: Ch 4 Ask It/Find It #1
3	Sept 5	Autism Spectrum Disorders & <i>Intellectual Disability</i>	Ask It/Find It #2 Lecture Quiz #2	Mash & Wolf: Ch 5

Week	Date(s)	Topic(s)	Tasks Due	Readings
4	Sept 12	Anxiety Disorders – <i>online supplement</i>	Ask It/Find It #3 Lecture Quiz #3	Mash & Wolf: Ch 11
5	Sept 19	Mood Disorders – <i>online supplement</i>	Ask It/Find It #4 Lecture Quiz #4	Mash & Wolf: Ch 10
6	Sept 26	ADHD – <i>online supplement</i>	Ask It/Find It #5 Lecture Quiz #5	Mash & Wolf: Ch 8
7	Oct 3	<i>Externalizing Disorders</i> & Parent-Child Interaction Therapy	Ask It/Find It #6 Lecture Quiz #6	Mash & Wolf: Ch 9
8	Oct 10	Introduction to Pediatric Psychology & <i>Adherence to Pediatric Regimens & Trauma</i>		Mash & Wolf: Ch 13 Cohen & Mannarino (2004)
9	Oct 17	MIDTERM EXAM (covering weeks 1 – 7)		
10	Oct 24	Sleep; HIV; Health Risk Behaviors	Ask It/Find It #7 Lecture Quiz #7	Meltzer & Mindell (2006) Ledlie (2001)
11	Oct 31	<i>Pediatric Obesity</i> ; Gastrointestinal Disorders; Feeding & Eating Disorders	Ask It/Find It #8 Lecture Quiz #8	Cunningham & Banez (2006) Mash & Wolfe: Ch. 14 Jackson et al. (2007)
12	Nov 7	<i>Diabetes</i> ; Pediatric Transplant; Cancer	Ask It/Find It #9 Lecture Quiz #9	Wysocki, Buckloh, & Grecco (2009) Vannatta, Salley & Gerhardt (2009) Parmar (2003)
13	Nov 14	<i>Cystic Fibrosis</i> ; Asthma	Infographic Due Lecture Quiz #10	Powers (2015) Everhart et al. (2011)
14	Nov 21	<i>Pediatric Pain</i> ; Pediatric Burns; Sickle Cell Anemia	Ask It/Find It #10	Cohen, Maclaren & Lim (2008) Landolt et al. (2002) Casey & Brown (2003)
15	Nov 28	HAPPY THANKSGIVING!!!		
	Dec 5	READING DAYS		
16	Dec 12	FINAL EXAM (covering weeks 8 – 15) 7:30 – 9:30am in G-101		

Course Materials and Technology

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

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.

Additional Readings

- 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.
- 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 Mellitus in Youths. In M. Roberts & R. Steele (Eds.), *Handbook of Pediatric Psychology*, 4th edition (pp. 319-333). New York, NY: Guilford Press.

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.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Attendance (10% of your grade): Attendance will be taken at almost every class. You will be allowed to miss one class with no penalty with attendance counting for 10% of your final grade. 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 do miss a class, it will be your responsibility to request notes from a classmate or schedule office hours with me to discuss content from that class.

Exams (55% of your grade): There will be TWO exams, a midterm and a final. The midterm will be worth 25% and the final worth 30% of your final grade. The final is weighted slightly higher as it is expected you will have better understanding of how to prepare for this exam following the midterm. 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.

Infographic (15% of your grade): Infographics are visual depictions of data and ideas used to generate interest in various topics and communicate information concisely and simply. For this assignment, you will develop a one-page infographic designed to quickly, clearly, and accurately present information in a visually stimulating way. The presentation of information must be novel, and the information depicted must be comprehensive enough to communicate the message without additional explanation. For the infographic, you must select one pathology discussed in class (can be clinical child or pediatric psychology oriented) and visually depict how this pathology manifests itself uniquely in child or adolescent populations. Prior classes gave feedback that this assignment took them longer than they estimated it would take, so start early and come and see me for feedback in advance of the due date.

As you design your infographic, consider what information would be relevant to: 1) persuade policy makers about the particular health issue you have selected and 2) generate interest or provide information to the general public with little to no prior knowledge of your selected topic. Projects will be graded based on the quantity (provision of appropriate – not too much or too little – amount of information) and quality (information depicted is accurate and evidence-based, goes beyond content provided in class or readings) of information provided, innovation in data presentation (data is organized, interesting, and visually appealing), and public health relevance (information is important and understandable to a lay audience) of the information provided. The information you provide must have solid scientific evidence with specific sources to support claims and data summaries. You must provide a list of references/sources to support the information you have provided in your infographic. You may provide a 500 maximum word summary detailing the approach and strengths of your particular approach to the infographic if you feel it will assist me in understanding the thought process behind your final product, although this is **not** a requirement of the assignment.

There are many tools online that can be useful for creation of infographics such as the following:

- http://www.freepik.com/free-vector/infographic-elements-pack_772624.htm
- <http://www.ease.ly/blog/category/infographic-templates/>
- <http://www.dreamstime.com/photos-images/infographic.html>

Here are a few examples of infographics of varying quality and additional examples are provided on Canvas:

- http://www.who.int/violence_injury_prevention/road_safety_status/2013/facts/magnitude_web.jpg
- <http://www.paho.org/world-health-day-2014/wp-content/uploads/2014/03/WHDInfographic.pdf>
- http://www.publichealthontario.ca/en/eRepository/OHP_infog_Foodborne_2014.pdf

Ask It/Find It (10% of your grade): Every week, you will be required to submit a question via the course website related to the readings or other course materials and utilize the academic resources you have at hand here at the University of Florida (e.g., libraries, faculty experts, National Institute of Health websites) to answer your question. You will be expected to ask a question that falls outside the range of easy logic or common sense (e.g., “Do anxiety disorders cause children to miss school days?” would NOT be an acceptable question) and extends your learning from course content in some way (e.g., “What type of anxiety disorders are most related to student school refusals?” would be an appropriate, extending question). Sources for your answer MUST be academic in nature. General websites such as WebMD or Wikipedia will not earn credit.

Resources that can be helpful for completion of this task include:

- Academic journals available through PubMed or Google Scholar such as *Pediatrics*, *Journal of Clinical Child and Adolescent Psychology*, or *Journal of Child and Adolescent Psychiatry*
- Research related websites such as NIH institutes: NIDA (<https://www.drugabuse.gov/>), NICHD (<https://www.nichd.nih.gov/>), or other found here (<https://www.nih.gov/institutes-nih/list-nih-institutes-centers-offices>)
- Additional websites on child development such as the Administration for Children and Families (<https://www.acf.hhs.gov/>) or the American Academy of Pediatrics (www.aap.org)

Canvas Lecture Quizzes (10% of your grade): For online content, there will be periodic lecture quizzes to assess knowledge gained from watching the lectures. These are to be completed independently, but you may use slides and video to support your completion of the questions. Quizzes will be timed though, so it is advised that you only access the quiz once you have completed the online lectures.

Grading

<u>Requirement</u>	<u>Due date</u>	<u>% of final grade</u>
Attendance	Weekly	10%
Canvas Lecture Quizzes	Weekly	10%
Ask It/Find It	Weekly	10%
Midterm Exam	October 17 th	25%
Infographic	November 14 th	15%
Final Exam	December 12 th	30%

Point system used (i.e., how do course percentage points translate into letter grades).

Example:

Points earned	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	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 no make-up exams, except for documented medical reasons (i.e., physician note) or extreme personal situations that are verified and approved by the instructor prior to the exam date. 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.

Policy Related to Make up Exams or Other Work

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.

Late infographic assignments will be accepted with a 10% decrease in overall grade for every day late. Late assignments one week past the due date will not be accepted and will receive a grade of "0". Ask It/Find It assignments are due before the start of the follow week's class and will not receive credit if completed late.

Policy Related to Required Class Attendance

You are required to attend class weekly, and you will receive points towards your grade in class based on your attendance. You may miss one class without any penalty or requirement for an excused absence. If you are more than 20 minutes late to class that will be treated as an unexcused absence. Please be respectful of your classmates and make every effort to be on time to class.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<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. 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.html>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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, recording devices (unless part of an accommodation for learning disabilities), 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. I appreciate your cooperation.

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

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/>.

I greatly value student evaluations and will utilize course evaluations to make ongoing improvements to the course as well as adjust my teaching style and course expectations to improve learning outcomes for students.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. 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 do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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