University of Florida
College of Public Health & Health Professions Syllabus
CLP 4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)
Summer A, 2020
Canvas
Delivery Format: Online
Course Website or E-Learning *if applicable*

Instructor Name: Joy Gabrielli, PhD
Room Number: PHHP 3130
Phone Number: 352-273-8248
Email Address: jgabrielli@phhp.ufl.edu
Office Hours: By appointment
Teaching Assistants: Erin Corcoran
TA Email: erin.corcoran@ufl.edu
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. The depth and breadth of material provided in this class will parallel what is provided for the 16-week in person course; thus, *students should be prepared for daily course engagement and a large amount of information to be consumed over a short amount of time*.

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

This course will be conducted online via the UF Canvas e-learning system. All course content will be provided through video lectures, additional video supplements, and readings available online. To ensure student understanding and attention to material, students will participate in lecture quizzes for several modules, as well as extend learning beyond course content through Ask It/Find It assignments (see below for more information).

This is a highly structured and content-paced course, meaning that you cannot progress to the next module until you have completed the prior one. Quizzes, assignments, and tests are locked by date, so it is *critically* important that you stay up to date and complete your modules **each day**. Since this is an online course that is designed to be completed through the course website, it is expected that students will complete all quizzes, tests, and assignments on their own – with no outside help from others unless specifically discussed with the course instructor. There will be a few group activities built into this course, but you are responsible for your own contributions to those group activities – thus, you need to complete all tasks independently.

The format of this course will be primarily lectures, given by either the course instructor, guest lecturers or selected videos. Case presentations and video demonstrations will also be used during this course, and these materials will be made available on the course website as well. Although the size and structure of this course somewhat limits class discussions, we strongly encourage students to engage with the material presented by asking questions, posting comments and participating in Canvas discussions. Effort will be given to provide engaging and participatory lectures.

SPECIAL NOTE: It is important for students to note that this course is designed to provide the *same amount of information* that is given in the 16-week, in-person course offered in the Fall. Both courses are worth 3 academic credits, and thus, should contain the same amount of content and grading requirements. Therefore, the pacing of information is quite rapid with *daily* student participation required. Please balance this information with the amount of other activities you have planned during this Summer A semester.

DESCRIPTION OF COURSE CONTENT

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

Module	Date(s)	Topic(s)	Readings
1	May 11	Course Introduction & Basic Concepts	Mash & Wolf: Ch1
2	May 12	History of Clinical Child/Pediatric Psychology	Mash & Wolf: Ch 1
3	May 13	Introduction to Assessment & Developmental Considerations	Mash & Wolf: Ch 4
4	May 14	Intervention	Mash & Wolf: Ch 4
5	May 15	Autism Spectrum Disorders	Mash & Wolf: Ch 5
6	May 18	Intellectual Disability	Mash & Wolf: Ch 5
7	May 19	Anxiety Disorders	Mash & Wolf: Ch 11
7	May 20	Anxiety Disorders	Mash & Wolf: Ch 11
8	May 21	Mood Disorders	Mash & Wolf: Ch 10

Module	Date(s)	Topic(s)	Readings
8	May 22	Mood Disorders	Mash & Wolf: Ch 10
	May 25	**HOLIDAY- go get some sun!**	
9	May 26	ADHD	Mash & Wolf: Ch 8
10	May 27	Other Externalizing Disorders	Mash & Wolf: Ch 9
11	May 28	Parent-Child Interaction Therapy	Mash & Wolf: Ch 9
	May 29	**App Review Due!**	
12	June 1	Introduction to Pediatric Psychology	Mash & Wolf: Ch 13 La Greca & Mackey (2009)
13	June 2	Pediatric Trauma	Cohen & Mannarino (2004)
14	June 3	Health Risk Behaviors/Pediatric HIV	Ledlie (2001)
15	June 4	Sleep	Meltzer & Mindell (2006)
16	June 5	Cystic Fibrosis/Asthma	Powers (2015) Everhart et al. (2011)
17	June 8	Obesity/Eating Disorders **Infographic Due!**	Jackson et al. (2007) Mash & Wolfe: Ch 14
18	June 9	Gastrointestinal Disorders	Cunningham & Banez (2006)
19	June 10	Pediatric Transplant	Parmar (2003)
20	June 11	Sickle Cell Anemia	Balsamo et al. (2019)
21	June 12	Cancer	Vannatta, Salley & Gerhardt (2009)
22	June 15	Pediatric Pain	Cohen, Maclaren & Lim (2008)
23	June 16	Pediatric Burns	Landolt et al. (2002)
24	June 17	Diabetes	Wysocki, Buckloh, & Grecco (2009)
25	June 18	STUDY DAY – take advantage to prep	
	June 19	**FINAL EXAM** (covering all course material)	

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

1. Balsamo, L., Shabanova, V., Carbonella, J., Szondy, M. V., Kalbfeld, K., Thomas, D. A., ... & Pashankar, F. (2019). Improving Care for Sickle Cell Pain Crisis Using a Multidisciplinary Approach. *Pediatrics*, *143*(5), e20182218.
2. Casey, R.L., & Brown, R.T. (2003). Psychological aspects of hematologic diseases. Child & Adolescent Psychiatric Clinics of North America, 12, 567-584.
3. 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.
4. Cohen, J. A., & Mannarino, A. P. (2004). Treatment of childhood traumatic grief. Journal of Clinical Child and Adolescent Psychology, 33, 819-831.
5. 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.
6. 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.
7. 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.

8. 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.
9. 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.
10. 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.
11. Meltzer, L. J., & Mindell, J. A. (2006). Sleep and sleep disorders in children and adolescents. Psychiatric Clinics of North America, 29(4), 1059-1076.
12. Parmar, G., Wu, J.W., Chan, K.W. (2003). Bone marrow donation in childhood: One donor's perspective. Psycho-Oncology, 12, 91-94.
13. 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.
14. 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.
15. 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.

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

Lecture Quizzes (15% of your grade): Lecture quizzes will be available approximately 3 times per week following your completion of the lecture videos. These quizzes are intended to support your ability to keep up with the material each day as well as provide you with examples of the types of questions that will be asked on the Final Exam. Each quiz will be worth 1 point, but there will be multiple quiz questions contributing to that point earned. You may refer back to course material, but quizzes will be time-limited, which means you should have a general sense of the answers or you will not have time to complete every question.

Final Exam (25% of your grade): There will be ONE exam: a cumulative final. The exam will cover material from lectures, videos, 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 the exam, you will receive a score of zero on that exam. Any arrangements to change the date of the exam must be made early in the semester or they will not be considered.

App Review Paper (10% of your grade): Midway through the course, students will be expected to complete a review of a smartphone app or other technology-based intervention (e.g., virtual reality for mindfulness) that can be used for intervention with a patient population (e.g., adolescents with anxiety; pediatric patients undergoing an invasive medical procedure). This review will be less than one page of single-spaced text (brevity is preferred) that will contain four sections: 1) A description of the app/tool; 2) A description of how it is used with the specific target population; 3) A discussion of the evidence-base for use of the tool (e.g., any randomized control trials?); and 4) Your opinion on the utility of the tool for use with the population it is designed to target. More information will be provided via Canvas as the assignment due date approaches.

Infographic (20% 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 ask 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.easel.ly/blog/category/infographic-templates/
- http://www.dreamstime.com/photos-images/infographic.html

Here are a few examples of infographics of varying quality:

- 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
- Additional examples posted on Canvas from prior classes

Ask It/Find It (30% of your grade): Every week, you will be required to either submit one question or respond to a question and answer submitted by one of your peers 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). Each Ask It/Find It assignment is worth 3 points: 1 point for a thoughtful question that extends **beyond** course content provided; 1 point for a thoughtful answer to your question; and 1 point for the reference for the academic resource that supported your answer to your question.

Ask It/Find It assignments can be submitted early but will not be accepted late. The first one for each week is due by Wednesday at noon and the second one is due by Friday at 5pm. Content from your submission **must be unique** from content provided by course readings and lecture. You must provide a citation from a reliable *academic* source (e.g., NOT Wikipedia) for each Ask It/Find It submitted. You will lose points if the source is not a peer-reviewed journal or other reputable academic source. Course readings and lecture cannot serve as your cited resource.

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)

Grading

Requirement	Due date	% of final grade
Ask It/Find It	Twice Weekly	30%
Lecture Quizzes	Two – Three Times Weekly	15%
App Review	May 29th	10%
Infographic	June 8th	20%
Final Exam	June 19th	25%

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 and app review 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 next module's class and will not receive credit if completed late.

Policy Related to Required Class Participation

You are required to participate fully in the course modules by consuming the content provided, completing lecture quizzes when available, and submitting assignments by their due dates online. If you have any difficulty in completing any portion of the course, please alert Dr. Gabrielli as soon as possible.

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 utilize course materials. 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.phhp.ufl.edu/services/resourceguide/getstarted.htm

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 as part of course participation. Assignments are expected to be completed independently (that means, without any help from peers or others). 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.

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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