University of Florida  
College of Public Health & Health Professions Syllabus  
CLP 4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)  
Summer A, 2023  
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  
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 as well as unique features of clinical presentations across individuals from a range of backgrounds.

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 and where gaps in the literature remain for specific groups.
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 discussion boards (see below for more information) and case examples. Efforts have been made to ensure accessibility and usability of all course content.

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** (accommodations will be made for student observation of religious holidays when communicated in advance). 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)**

<table>
<thead>
<tr>
<th>Module</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 15</td>
<td>Course Introduction &amp; Basic Concepts</td>
<td>Mash &amp; Wolf: Ch1</td>
</tr>
<tr>
<td>2</td>
<td>May 16</td>
<td>History of Clinical Child/Pediatric Psychology</td>
<td>Mash &amp; Wolf: Ch 2</td>
</tr>
<tr>
<td>3</td>
<td>May 17</td>
<td>Assessment &amp; Developmental Considerations</td>
<td>Mash &amp; Wolf: Ch 4</td>
</tr>
<tr>
<td>4</td>
<td>May 18</td>
<td>Intervention</td>
<td>Mash &amp; Wolf: Ch 4</td>
</tr>
<tr>
<td>5</td>
<td>May 19</td>
<td>Autism Spectrum Disorders</td>
<td>Mash &amp; Wolf: Ch 6</td>
</tr>
<tr>
<td>6</td>
<td>May 21</td>
<td>Intellectual Disability</td>
<td>Mash &amp; Wolf: Ch 5</td>
</tr>
<tr>
<td>7</td>
<td>May 22</td>
<td>Anxiety Disorders</td>
<td>Mash &amp; Wolf: Ch 11</td>
</tr>
<tr>
<td>7</td>
<td>May 23</td>
<td>Anxiety Disorders</td>
<td>Mash &amp; Wolf: Ch 11</td>
</tr>
<tr>
<td>8</td>
<td>May 24</td>
<td>Mood Disorders</td>
<td>Mash &amp; Wolf: Ch 10</td>
</tr>
<tr>
<td>8</td>
<td>May 26</td>
<td>Mood Disorders</td>
<td>Mash &amp; Wolf: Ch 10</td>
</tr>
<tr>
<td></td>
<td>May 29</td>
<td>HOLIDAY – Go get some sun! 😎</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>May 30</td>
<td>ADHD - App Review Due!</td>
<td>Mash &amp; Wolf: Ch 8</td>
</tr>
<tr>
<td>10</td>
<td>May 31</td>
<td>Other Externalizing Disorders</td>
<td>Mash &amp; Wolf: Ch 9</td>
</tr>
<tr>
<td>11</td>
<td>June 1</td>
<td>Parent-Child Interaction Therapy</td>
<td>Mash &amp; Wolf: Ch 9</td>
</tr>
<tr>
<td></td>
<td>June 2</td>
<td>Parent-Child Interaction Therapy</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>June 5</td>
<td>Introduction to Pediatric Psychology</td>
<td>Mash &amp; Wolf: Ch 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>La Greca &amp; Mackey (2009)</td>
</tr>
<tr>
<td>Module</td>
<td>Date(s)</td>
<td>Topic(s)</td>
<td>Readings</td>
</tr>
<tr>
<td>--------</td>
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<td>---------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 13     | June 6  | Pediatric Trauma & Adherence | Cohen & Mannarino (2004)  
                                    | Kan et al., (2020)                                                      |
| 14     | June 7  | Health Risk Behaviors/Pediatric HIV | Ledlie (2001)                                                            |
| 15     | June 8  | Sleep                     | Meltzer & Mindell (2006)                                                 |
                                    | Everhart et al. (2011)                                                  |
| 17     | June 12 | Obesity/Eating Disorders  | Jackson et al. (2007)  
                                    | Mash & Wolfe: Ch 14                                                     |
| 18     | June 13 | Gastrointestinal Disorders | Cunningham & Banez (2006)                                                |
| 19     | June 14 | Pediatric Transplant      | Parmar (2003)                                                            |
| 20     | June 15 | Sickle Cell Anemia        | Balsamo et al. (2019)                                                    |
| 21     | June 16 | Cancer                    | Vannatta, Salley & Gerhardt (2009)                                       |
| 22     | June 17 | Pediatric Pain            | Cohen, Maclaren & Lim (2008)                                            |
| 23     | June 20 | Pediatric Burns           | Landolt et al. (2002)                                                   |
| 24     | June 21 | Diabetes                  | Wysocki, Buckloh, & Grecco (2009)                                       |
| 25     | June 22 | Case Examples Due         |                                                                         |
|        | June 23 | Watch Peer Case Examples  |                                                                         |

**Course Materials and Technology**


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**


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. Quizzes will generally cover content that is provided within the module attached to that quiz, but questions from previous modules may also be included.

Discussion Boards (20% of your grade): Discussion boards will be made available for students to cross-talk about issues related to course content. Weekly participation in boards will be expected, with full credit given to students who post thoughtful, empirically-based content in response to questions posed and peer/faculty content. More than one post within each discussion board is expected for full credit (one original post by Wednesday of the week, two responses to peers by the end of the week for full credit), so students will need to monitor the boards across each week. This activity is designed to support peer-to-peer engagement in learning as well as deeper understanding of course content. Full credit will be given to students who demonstrate the ability to extend their learning outside of course content provided (e.g., including scientific literature from a peer reviewed journal article to support statements, with references provided). Here is an example of one discussion board prompt you will receive during this course: “Diagnosis of mental health disorders in children, such as anxiety and depression, requires good understanding of DSM-5 diagnostic criteria AND the individual patient’s cultural context. Please discuss thoughts/ideas/questions about culturally competent clinical assessment and diagnosis for childhood disorders that are presented in this week’s modules.”
Case Examples (20% of your grade): You will be given two different case examples to apply the two major theoretical models presented across the two course themes. For the clinical child case example you will be asked to apply Bronfenbrenner’s Socio–Ecological Model and for the pediatric psychology case example you will be asked to apply the Bio-Psycho-Social Model. The format of these case submissions will be described through the Canvas page with an associated grading rubric. Cases will include characteristics that will require consideration of child development, family systems, contextual barriers to treatment, and relevant cultural factors. Any arrangements to change the date of the final submission of the case example assignment must be made early in the semester or they will not be considered.

App Review Paper (20% 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 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. The app must have empirical support; apps with at least one randomized controlled trial are preferred. Submissions will be evaluated for plagiarism; if plagiarism is evident students will be referred to the Dean’s office for academic misconduct.

Infographic (25% 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 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 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:


Here are a few examples of infographics of varying quality:

- Additional examples posted on Canvas from prior classes

Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>Weekly</td>
<td>20%</td>
</tr>
</tbody>
</table>
Lecture Quizzes | Two – Three Times Weekly | 15%
--- | --- | ---
App Review | May 30<sup>th</sup> | 20%
Infographic | June 12<sup>th</sup> | 25%
Case Examples | June 22<sup>nd</sup> & 23<sup>rd</sup> | 20%

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

**Example:**

<table>
<thead>
<tr>
<th>Points earned</th>
<th>94-100</th>
<th>90-93</th>
<th>87-89</th>
<th>83-86</th>
<th>80-82</th>
<th>77-79</th>
<th>73-76</th>
<th>70-72</th>
<th>67-69</th>
<th>63-66</th>
<th>60-62</th>
<th>Below 60</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td><strong>Grade Points</strong></td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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/quizzes, except for documented medical reasons (i.e., physician note), observance of religious holidays, 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.

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 periodically throughout the course to make ongoing improvements to the course as well as adjust my teaching style and course expectations to improve learning outcomes for students. I welcome feedback from students at any time if there are specific modifications that will assist your learning process.

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.

Professor Commitment to Equity, Diversity, and Inclusion
Within the field of clinical psychology, recognition and celebration of individual differences and the impact of culture on personal development is a core professional value. As such, I intend to promote learning about the topics within this course through a lens of cultural humility. I am also committed to providing an inclusive training environment within this course that enables all students to feel comfortable to discuss ideas or ask questions that provide a diversity of perspectives while maintaining respect for others.

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