

**Seminar in Clinical Child Psychology: Psychopathology of Children & Families
(Psyc 553)**

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Semester: **Spring 2024**
Course Time: Mondays 12:00-2:50 pm
Course Room: Alumni Hall 0333
Office Hours: Mondays 10:45-11:45 am

Readings

1. Textbook Rental: *Child & Adolescent Psychotherapy* (2018)
2. Textbook Rental: *Pseudoscience in Child & Adolescent Psychotherapy* (2019)
3. You should also gain access to the *Diagnostic and Statistical Manual – 5th Edition – Text Revision* (DSM-5-TR; 2022). My recommendation is to buy a paper copy. However, you should also be able to access an e-copy through the SIUE library.

Date	The chapter readings are for <u>BOTH</u> textbooks. Also read the corresponding sections of the DSM-5-TR.		Notes
Jan 8	Introduction to the <i>DSM-5-TR</i> & Clinical Psychology	Prefaces & 1 st Chaps (of both textbooks)	
Jan 15	MLK DAY – NO CLASS		
Jan 22	Intellectual Disabilities & Autism Spectrum	Chapters 2 & 3	
Jan 29	Inattention/Hyperactivity & Learning	Chapters 4 & 5	
Feb 5	Tics & Psychosis	Chapters 6 & 7	Online
Feb 12	Bipolar Spectrum & Depression	Chapters 8 & 9	
Feb 19	EXAM 1		EXAM 1
Feb 26	Anxiety	Chapters 10	
Mar 4	SPRING BREAK – NO CLASS		
Mar 11	Obsessions/Compulsions & Trauma	Chapters 11 & 12	
Mar 18	Dissociation, Pain, & Gender Dysphoria		Online
Mar 25	Feeding, Eating, Toileting, & Sleep	Chapters 13 – 16	
Apr 1	Disruptive Behavior	Chapters 17	Applied Case Study Due
Apr 8	Substance Use & Personality	Chapters 18	Online
Apr 15	Student Presentations (12 minutes is the max for each)		Student Presentations
Apr 22	Relational Elements & Skepticism	Chapters 19	Online
April 29	EXAM 2		EXAM 2

How to Access an E-Copy of the DSM-5-TR through the SIUE Library Website:

1. Go to the SIUE Library website (<https://www.siue.edu/lovejoy-library/>)
2. Select Databases (A-Z)
3. Under A-Z Databases, click on “Search List of Online Databases”
4. Click on the letter D
5. Scroll down and click the “DSM Library”
6. Sign in (if needed)
7. Click on the “Table of Contents”
8. Click on the section that you want to view

Assignment Values

1. Exam #1 (25%)
2. Exam #2 (35%)
3. Applied Case Study (30%)
4. Student Presentation (10%)

Grading System

- A = 92.5% and higher
B = 85% and higher
C = 77.5% and higher
D = 70% and higher

Exams

You can count on a wide range of questions including short essay, sentence completion, listing information, water-cooler conversation starters, fill-in-the blank, matching, yes-or-no, circle the number, key acronyms, multiple choice, Wordle, crossword mini, and more. You are expected to know all information from class *lecture and discussion*. If we discuss part of a *reading* in class, know it very well. If we did not discuss a part of a reading in class, know the general ideas conveyed in the reading. ***Learning information for yourself*** is an important part of getting a Master’s degree. That is, if you rely solely on your courses to teach you information, that information will soon be outdated. Thus, you need to know how to teach yourself new information.

Applied Case Study

Part 1: Clinical Report. Using the Intake Interview form, conduct a clinical interview with a parent (I’ll set this up). **Write a brief report based on the interview. Do not use any identifying information (e.g., the family’s real name, etc.).** In general, you can use the same psychological report format that you’ve already used for other courses. Make sure to include:

1. Age, race, gender, grade, family structure, brief family history
2. Most relevant diagnoses to consider (include at least one possibility)
3. Summary of interview
4. Your case formulation (1 paragraph). In the formulation, include an operational definition of the behavior(s) to be changed. This often includes a challenging behavior to be *decreased* and a replacement behavior to be *increased*. Also, include your hypothesized antecedents and maintaining consequences.
5. Discuss at least 3 or more specific recommendations based on the interview.

Part 2: Research Report. Write a research report on the treatment package (or a treatment component) of your most relevant diagnosis/behavior from the recommendations section of Part 1. For the report, find the best two peer-reviewed research studies available (try to use recent research when possible). **One study should use a single-case research design, and the other study should use a group design.** Focus on studies that attempt to evaluate how effective the treatment was for the diagnosis/behavior. **Do not choose a study that was already presented in class.** Write in **APA format** (except it should be **single-spaced**), and use these sections and subsections titles for the paper:

- a) Introduction
 - a. Description of the Disorder and/or Behavior (about ½ page).
 - b. Description the Intervention (about ½ page).
 - c. Science-Based Summary of the Intervention (about ½ page). Report on the overall status of the intervention in terms of being evidence-based (e.g., is it “well-established”?). Also, consider the “Tolin Criteria.”
- b) New Research Studies section (about 2 pages)
 - Single Case Research Design Study
 - (3 paragraphs – study design, results, & critique).
 - Group Design Study
 - (3 paragraphs – study design, results, & critique).
- c) Context and Future Directions for Research section (about ½ page). Explain how this newer research fits within the context of the research discussed in the corresponding chapter of the book *Child and Adolescent Psychotherapy*. What research is needed next?
- f) References section (**include at least 10 references** – 2 of which will be the studies you summarized).

Submitting Reports:

- **Paper Copies:** In a cheap folder, turn in your Clinical Report (Part 1), the Research Report (Part 2), and copies of the two research studies you summarized in the Research Report. **The due date is on the first page of the syllabus.**
- **BlackBoard Turnitin:** Use the Coursework section of Blackboard to turn the file in. The Word file you turn in should *use this name for the file*: “553 Jane Doe Reports 20XX” (replace the “Jane Doe” with your name and the XX with the year). The e-copy of the paper will be electronically scanned for plagiarism and artificial intelligence. **Important Note: I have failed several students in recent years for plagiarism. Here’s what they did: they took a quote from a source and put it word-for-word in their paper, but they did not use quotation marks for the quote. They cited the source, so they thought they were okay, but they were not okay. When you take words from another source, it is plagiarism unless you put those words in quotes (even if you cite the source).**

Presentation of the Applied Case Study

Use PowerPoint to present both parts of your Applied Case Study on the “student presentation” day. The presentation should be between 8 to 10 minutes long (and if it gets to 12 minutes, we’ll have to stop the presentation). **Pass out the PowerPoint notes** (or some type of similar handout) to the class at the beginning of your presentation. Please do not read the presentation to us. Instead, make a brief outline for yourself and follow the outline while speaking.

When you talk about the research studies, make sure to include one graph for each study which summarizes the results. Make sure the graph is clearly labeled (e.g., both the y-axis and x-axis should be labeled clearly) and fills in the entire slide. It is hard for an audience to interpret graphs, so explain them in detail.

Engagement Enhancements: Your presentation should include at least one “Engagement Enhancement” (EE). Examples of EEs include a joke, brief anecdotal story, brief class activity, or anything else that would add to the entertainment value of the presentation. However, **do not use videos in the presentation.**

You will be graded on: a) Content and Clarity, b) Research Based, c) Conversational Speech, d) Pace/Timing, e) Media Use, f) Handout, g) Engagement, h) Enthusiasm, i) Professionalism, j) Question Handling.

Special Note about Presentations: *During other people's presentations* it is a good idea to think about questions or comments you might have. This is a valuable skill for you to practice. Questions/comments might include: 1) questions that attempt to gather more information, 2) interesting comments that relate something you heard in the talk to something else you have learned or experienced, or 3) praise for something specific about the talk.

Course Description. This course reviews the diagnostic classification of psychopathology in *both children and adults* so that similarities and differences regarding diagnostic classification of children and adults can be highlighted. The latest edition of the *Diagnostic and Statistical Manual* (American Psychiatric Association) will be a central focus for this course. This course also reviews evidence-based treatments (EBTs).

Overall Course Objectives

Linking Diagnosis and Intervention. The student will: a) understand effective, data-based decision-making and problem-solving processes; b) understand child development, learning theory, and diversity as well as their relationship to data-based decision making; c) understand how to use assessment and intervention to address student's behavioral, affective, adaptive, social, academic, and career needs; d) understand direct/indirect intervention strategies appropriate for students from diverse backgrounds, e) understand consultation, behavior management, and counseling strategies as they apply to the enhancement of student behavior, and f) develop case conceptualization/formulation skills.

Developing Knowledge of Theory and Research. The student will: a) understand the developmental processes involved in the behavioral, social, affective, and adaptive domains; b) understand the principles of behavior change within the behavioral, social, affective, and adaptive domains; c) understand how language, communication, and behavior affect socialization; d) understand the influence of child psychopathology on behavior; e) understand factors that influence motivation and engagement and how to help students become self-motivated; f) understand research design, relevant research findings, and research technology; and g) understand biological influences on behavior including the effects of medication.

Applying Clinical Skills. The student will: a) understand behavioral, mental health, collaborative, and other consultative approaches and their application to particular situations, b) understand methods to promote collaboration and partnerships between families and educators that improve outcomes for students; c) understand recourses to address a wide variety of behavioral, learning, mental health problems, and physical health problems; d) understand the appropriate use of confidentiality; e) know how to use the DSM; f) develop writing and verbal presentation skills, and g) demonstrate skills through role-playing.

Course Policies

Texting and Laptops in Class: ***Do NOT text during class.*** You should also avoid using your phone during class. ***You also may not use your laptop or tablet during class.***

Assignment Due Dates: I will give a **one-week grace period for the applied case study (but not the presentation)**. After that, if any part of the assignment is turned in later, the grade for the entire assignment will **drop by an additional 10%** each business day until the completed assignment is turned in.

Accommodations for Students: Here is some information from ACCESS: "Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or

appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.”

Attendance Policy: Daily attendance is expected. ***If you miss class days for any reason, you are responsible for acquiring the notes from a peer.***

Psychology Policy on Incomplete Grades, Pass-No Credit Option, & Withdrawal: ***All withdrawals must be completed by the end of the 13th week of classes*** during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average. The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

Academic Honesty: I trust you will be honest in this course. ***Cheating on exams, plagiarism on class assignments, and other forms of cheating will result in a grade of “F” in the course, a letter to the provost, probable disciplinary probation or expulsion, and other sanctions will be provided to the fullest possible extent.*** Included below are descriptions of plagiarism as outlined by the Department of Psychology and the Undergraduate Catalog.

Plagiarism (PLEASE READ the Department of Psychology’s Statement): ***Plagiarism includes presenting someone else’s words without quotation marks (even if you cite the source), presenting someone else’s ideas without citing that source, or presenting one’s own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.*** Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that “Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost.” (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

The Undergraduate Catalog provides the following statement on **plagiarism**: “The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism. ***Plagiarism is the act of representing the work of another as one’s own and may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgement of the source or presenting oral or written material prepared by another as one’s own.*** Instructors may impose sanctions for academic cheating in accordance with the Student Academic Code. The minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation.”

Department of Psychology Statement on Writing: This following policy statement (approved on April 10, 2015) will apply to all undergraduate psychology courses at the 200-level and above. “As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Well-being Services for Students

SIUE offers 24/7 virtual health and well-being services for students

Whether you're feeling anxious or overwhelmed, you can talk to a licensed provider to get the care you need via phone or secure video visits. **TimelyCare services are available at no cost.**

How to access TimelyCare. Visit timelycare.com/SIUE or download the TimelyCare app from your app store and register with your school email address. You can then start visits from any web-enabled device – smartphone, tablet, laptop, or desktop – anywhere in the United States. Here's the available services:

- TalkNow - 24/7, on-demand emotional support.
- Scheduled Counseling - Select the day, time, and mental health provider of your choice. (9 visits per year)
- Health Coaching - Support for developing healthy behaviors.
- Basic Needs Support - Get connected to low or reduced-cost community resources.
- Self-Care Content - Yoga and meditation sessions and group conversations with our providers on a variety of health and well-being topics.

For more information visit: <https://www.siue.edu/counseling/student-services/timelycare.shtml>