

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6476: Lifespan Psychopathology (4 credit hours)
Fall: 2021
Delivery Format: On-Campus

Instructor Name: Brenda Wiens, Ph.D. (she/her; Child); Duane Dede, Ph.D. (he/him; Adult)
Room Number: HPNP G-105; Hyflex option available
Days: Tuesday 1:55pm-3:50pm (Child); Wednesday 9:35am-11:30am (Adult)
Phone Number: (352) 733-0468 (Wiens); (352) 273-5267 (Dede)
Email Address: wiens@phhp.ufl.edu; ddede@phhp.ufl.edu
Office Hours: by Appointment
Preferred Course Communications: E-mail

Prerequisites

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

PURPOSE AND OUTCOME

Course Overview

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

Relation to Program Outcomes

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

Course Objectives and/or Goals

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

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

Instructional Methods

Over the course of the semester, each week will include a two-hour portion covering psychopathology in children/adolescents and a two-hour portion covering psychopathology in adults. Faculty members teaching the class are individuals with specific expertise in the areas of child/adolescent and adult psychopathology, respectively. Class instructional methods will consist of combinations of in-person lectures using PowerPoint, in-class group discussions, and presentation of clinical case examples. We will have a Hyflex option for students, utilizing a synchronous Zoom presentation. Students will have the option to participate in the class via live Zoom, with links provided in Canvas. We will expect cameras to be on with full participation. There will

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s) C=Child A=Adult	Topic(s)	Assignments/ Exams	Readings
1	C – 8/24/21	Development and risk factors in psychopathology		Please see reading list in the Appendix to this syllabus for readings corresponding to each week. Otherwise, for the adult portion of the course, please read the corresponding chapters in Kaplan & Sadock that correspond to the topics discussed each week.
	A – 8/25/21	Lifespan issues in psychopathology, diagnosis and classification of psychological disorders		
2	C – 8/31/21	Development and risk factors in psychopathology (con't) A brief look at classification systems for psychopathology in childhood		
	A - 9/1/21	Other Psychotic Disorders, Dissociative Disorders and Impulse-Control Disorders		
3	C - 9/7/21	Overview of DSM-5 Neurodevelopmental Disorders Autism Spectrum Disorder		
	A - 9/8/21 8:30-11:30	Neurocognitive Disorders (Delirium, Dementia and other Cognitive Disorders)		
4	C - 9/14/21	Autism Spectrum Disorder (con't) Intellectual Disabilities		
	A - 9/15/21	Anxiety Disorders in early, middle, and later adulthood		
5	C - 9/21/21	ADHD in childhood and adolescence		
	A - 9/22/21	Substance-related and Addictive Disorders		
6	C – 9/28/21	ADHD (con't) Student presentation	1 student presentation	
	A – 9/29/21	Schizophrenia spectrum		
7	C - 10/5/21	Specific Learning Disorders	Case conceptualization assignment 1 <u>due by 5pm</u>	
	A - 10/6/21	Student presentations	3 student presentations	
8	C - 10/12/21	Oppositional Defiant Disorder and Conduct Disorder		
	A - 10/13/21	Somatic Symptom and Related Disorders; Sleep-Wake Disorders		
9	C - 10/19/21	Anxiety Disorders in children and adolescents		
	A - 10/20/21	Midterm	Midterm	
10	C – 10/26/21	Anxiety Disorders in children and adolescents (con't)		

		Trauma and Stressor-Related Disorders in Childhood and Adolescence	
	A – 10/27/21	Depressive, Bipolar, and related disorders	
11	C - 11/2/21	Child/adolescent Obsessive-Compulsive Disorder Student presentation	1 student presentation
	A - 11/3/21	Depression, Bipolar and related disorders continued	QUIZ
12	C - 11/9/21	Child and Adolescent Mood Disorders – Depression	Case conceptualization assignment 2 <u>due by 5pm</u>
	A - 11/10/21	Student presentations	2 student presentations
13	C - 11/16/21	Student presentations	3 student presentations
	A - 11/17/21	Personality Disorders	
14	C – 11/23/21	Child and Adolescent Mood Disorders – Bipolar Disorder	
	A – 11/24/21	Thanksgiving Break – NO CLASS	
15	C – 11/30/21	Student presentations	3 student presentations
	A - 12/1/21	Student presentations Case videos	3 student presentations
16	C - 12/7/21	Cultural competence and mental health disparities in clinical child psychology	
	A - 12/8/21	Eating Disorders; OCD and related DO's	
17	C - 12/14/21	Finals week	FINAL (child)
	A - 12/15/21	Finals week	FINAL (adult)

Supplemental Lectures

Several supplemental lectures will be available in CANVAS that students may watch (optional) for information on additional disorders that do not fit within the class schedule.

Child

- Elimination Disorders: Enuresis and Encopresis
- Tic Disorders

Course Materials and Technology

Copies of the Powerpoint slides for all lectures will be made available within CANVAS. Digital “mock” interviews for completion of case conceptualization assignments for the child portion of the course will also be available in CANVAS.

Adult Related Readings

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

Boland, R., Verduin, M. L., & Ruiz, P. (Eds.). (2021). *Kaplan and Sadock's Synopsis of Psychiatry (12th Ed.)*. Philadelphia: Wolters Kluwer.

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

A listing of additional readings for the adult-focused portion of this course is provided in the Appendix to this syllabus. These readings can be found within CANVAS (Course Reserves link), as well as in the share folder LIFESPAN PSYCHOPATHOLOGY FALL 2021. These readings will include selected de-identified cases that will be discussed during listed weeks. Please also download the “iTunesU” app. Various podcasts will be discussed during the semester.

Child/Adolescent Related Readings

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

Beauchaine, T. P., & Hinshaw, S. P. (2017). *Child and Adolescent Psychopathology, 3rd Edition*. Hoboken, NJ: John Wiley & Sons, Inc.

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

A listing of additional readings for the child/adolescent portion of this course is provided in the Addendum to this syllabus. These readings can be found within CANVAS (Course Reserves link).

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

Students will be required to give two 30 minute presentations (one for the child portion of the course and one for the adult portion of the course) on topics that will be assigned/chosen at the beginning of the semester. Students will partner up in groups of two for their presentations (partners do not need to be the same for the child and adult portions of the course). These presentations can be done using PowerPoint, Prezi, or other presentation methods approved by the instructors. Requirements for presentations will be discussed at the beginning of the course.

Additionally for the child portion of the course, there will be 2 case conceptualization assignments. For these assignments, students will watch a mock interview of a parent or parent and child/adolescent (designed to simulate an interview with a parent of a child presenting for assessment) and will answer diagnostic conceptualization questions related to that interview, as well as other questions covering information from lectures and readings up to that point in the semester that may relate to the mock case.

Grading

Grades will be based on the results of mid-term (adult), quiz (adult), and final examinations (adult, child); case conceptualization assignments in the child portion of the course; as well as class presentations in both the adult and child portions of the course. Points for each of these components are provided in the table below. Grades will be determined by adding points earned across all required elements for the course, and then dividing that number by the total possible points.

Requirement	Due date	Points
Presentation (child)	TBA	100 points
Presentation (adult)	TBA	100 points
Case conceptualization 1 (child)	10/5/21 by 5pm	40 points
Midterm (adult)	10/20/21	70 points
Quiz (adult)	11/3/2021	20 points
Case conceptualization 2 (child)	11/9/21 by 5pm	40 points
Final Exam (child)	12/14/21	70 points
Final Exam (adult)	12/15/21	70 points
		TOTAL points possible for course = 510

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

Points earned	93-100	90-92	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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

There will be a midterm exam for the **Adult** portion of this course, one quiz for the **Adult** portion of the course, and final exams for the **Adult** and **Child** portions of this course. The point totals for exams are presented under grading (above). Exams may consist of a mixture of short answer, listing/multiple-choice, and essay questions related to research relevant to various disorders, assessment, diagnostic, treatment, or other issues relevant to a lifespan conceptualization of psychopathology. Questions will be based on information from readings, case examples, classroom video presentations, lectures, and class discussion. Mode of administration for exams will be in-class, dependent on COVID-19 protocols in place at the time of exams.

Policy Related to Make up Exams or Other Work

Students who must miss class because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination or presentation (that the student is scheduled to present) must be missed because of illness, a doctor's note is required. Make-ups for exams will only be allowed in the event of a documented illness and will need to be scheduled with course faculty. "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

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

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

We expect active participation from all students during each class meeting. During lectures, student presentations, and case discussions we expect students to be engaged, raise questions, and add comments to help foster understanding and learning of the material. We will provide a copy of slides used in our lectures in advance of class in CANVAS. If you have a documented accommodation that allows for audio recording of lectures, please speak with the instructors prior to class to arrange the best avenue for doing so.

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

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

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

Communication Guidelines

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

Academic Integrity

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

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

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

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

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

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

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

Professionalism and COVID-19

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in

our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings (HPNP is a Health Science Center building) even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Policy Related to Recording Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.phphp.ufl.edu/services/resourceguide/getstarted.htm>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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

As instructors, we are committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and preferred gender pronouns, and respect for the experiences of others. We are supportive of, and open to, students making us and others in the classrooms aware of microaggressions (see Sue et al., 2007, Racial microaggressions in everyday life, *American Psychologist*, 62, 271-286) experienced in the classroom context so that these experiences may be processed and discussed.

Appendix – Course Readings

Required Adult Psychopathology Readings

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

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

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

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

Neurocognitive Disorders – Week 3

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

Harmon, K. G., Clugston, J. R., Dec, K., Hainline, B., Herring, S., Kane, S. F., Kontos, A. P., Leddy, J. J. McCrea, M., Poddar, S. K., Putukian, M., Wilson, J.C., Robert, W. O. (2019). American Medical Society for Sports Medicine position statement on concussion in sport. *British Medical Journal*, 1-13.

[Dementia prevention, intervention, and care: 2020 report of the Lancet Commission \(nih.gov\)](#) (Livingston et al, 2020).

Smith, G. (2016). Dementia. APA Handbooks in Psychology. APA Press

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

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

Substance-Related and Addictive Disorders - Week 5

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

Depressive and Bipolar Disorders – Weeks 10 and 12

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

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

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

Required Child/Adolescent Psychopathology Readings

Development and Risk Factors in Psychopathology – Weeks 1 and 2

- Child and Adolescent Psychopathology textbook
 - Chapter 3 (Genetic, Environmental, and Epigenetic Influences on Behavior)
 - Chapter 5 (Child Maltreatment and Risk for Psychopathology)
 - Chapter 9 (Exposure to Teratogens as a Risk Factor for Psychopathology)
- Berry, O. O., Tobon, A. L., & Njoroge, W. F. M. (2021). Social determinants of health: The impact of racism on early childhood mental health. *Current Psychiatry Reports*, 23. doi: 10.1007/s11920-021-01240-0

A Brief Look at Classification Systems for Psychopathology in Childhood – Week 2

- Child and Adolescent Psychopathology textbook
 - Chapter 2 (Classifying Psychopathology: The DSM, Empirically Based Taxonomies, and the Research Domain Criteria)

Autism Spectrum Disorder and Intellectual Disabilities – Weeks 3 and 4

- DSM-5
 - Autism Spectrum Disorder (pages 50-59)
- Child and Adolescent Psychopathology textbook
 - Chapter 22 (Autism Spectrum Disorder)
- Jones, D. R., Nicolaidis, C., et al. (2020). An expert discussion on structural racism in autism research and practice. *Autism in Adulthood*, 2, 273-281. Doi: 10.1089/aut.2020.29015.dr

Attention Deficit Hyperactivity Disorder – Weeks 5 and 6

- DSM-5
 - ADHD (pages 59-66), week 5
- Child and Adolescent Psychopathology textbook
 - Chapter 13 (Attention-Deficit/Hyperactivity Disorder)
- Moody, M. (2016). From under-diagnoses to over-representation: Black children, ADHD, and the school-to-prison pipeline. *Journal of African American Studies*, 20, 152-163.
- <https://www.additudemag.com/race-and-adhd-how-people-of-color-get-left-behind/>

Specific Learning Disorders – Week 7

- DSM-5
 - Learning Disorders (pages 66 to 74), week 6
- Hosp, J. L., Huddle, S., Ford, J. W., & Hensley, K. (2016). Learning disabilities/special education. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd Ed)* (pp. 43-58). New York: Springer.
- Miciak, J., Fletcher, J. M., & Stuebing, K. K. (2016). Accuracy and validity of methods for identifying learning disabilities in a response-to-intervention service delivery framework. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support (2nd Ed)* (pp. 421-440). New York: Springer.
- https://www.nclد.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality_Trends-and-Actions-for-Impact_FINAL-1.pdf

Oppositional Defiant/Conduct Disorder – Week 8

- DSM-5
 - Oppositional Defiant Disorder (pages 462-466)
 - Conduct Disorder (pages 469-476)
- Child and Adolescent Psychopathology textbook
 - Chapter 14 (Oppositional Defiant Disorder, Conduct Disorder, and Juvenile Delinquency)
- Fadus, M. C., Ginsburg, K. R., Sobowale, K., Halliday-Boykins, C. A., Bryant, B. E., Gray, K. M., & Squeglia, L. M. (2020). Unconscious bias and the diagnosis of disruptive behavior disorders and ADHD in African American and Hispanic youth. *Academic Psychiatry, 44*, 95-102.

Anxiety Disorders in Children and Adolescents – Weeks 9 and 10

- DSM-5
 - Anxiety Disorders (starts page 189, review Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Generalized Anxiety Disorder)
- Child and Adolescent Psychopathology textbook
 - Chapter 16 (Anxiety Disorders)
- Koydemir, S., & Essau. (2018). Anxiety and anxiety disorders in young people: A cross-cultural perspective. In M. Hodes, S. S.-F. Gau & P. J. De Vries (Eds.) *Understanding Uniqueness and Diversity in Child and Adolescent Mental Health* (pp. 115-134). London: Academic Press.

Child/Adolescent Trauma and Stressor Disorders – Week 10

- DSM-5
 - PTSD (pages 271-280)
- Child and Adolescent Psychopathology textbook
 - Chapter 20 (Trauma- and Stressor-Related Disorders in Infants, Children, and Adolescents)
- Saleem, F. T., Anderson, R. E., & Williams, M. (2020). Addressing the “myth” of racial trauma: Developmental and ecological considerations for youth of color. *Clinical Child and Family Psychology Review, 23*, 1-14.

Child/Adolescent OCD – Week 11

- DSM-5
 - Obsessive-Compulsive Disorder (pages 237-242)
- Child and Adolescent Psychopathology textbook
 - Chapter 17 (Obsessive-Compulsive and Related Disorders)
- Williams, M. T., & Jahn, M. E. (2017). Obsessive-Compulsive Disorder in African-American children and adolescents: Risks, resiliency, and barriers to treatment. *American Journal of Orthopsychiatry, 87*, 291-303.

Child/Adolescent Mood Disorders – Weeks 12 and 14

- DSM-5
 - Major Depressive Disorder (pages 160-168), week 12
 - Persistent Depressive Disorder (pages 168-171), week 12
 - Disruptive Mood Dysregulation Disorder (pages 156-160), week 12
 - Bipolar I and II disorders (pages 123-139), week 14
- Child and Adolescent Psychopathology textbook
 - Chapter 18 (Depressive Disorders), week 12

- Chapter 21 (Bipolar Disorder), week 14
- Lochman, J. A., et al. (2015). An empirically based alternative to DSM-5's disruptive mood dysregulation disorder for ICD-11. *World Psychiatry*, 14, 30-33.
- Meyers, E., DeSerisy, M., & Roy, A. K. (2017). Disruptive Mood Dysregulation Disorder (DMDD: An RDoC perspective. *Journal of Affective Disorders*, 216, 117-122.
- Zhang, S., Cain, D. S., & Liao, M. (2021). Racial/ethnic disparities in the decision points of mental health service use and psychotropic medication receipt among depressed youth. *Youth & Society*, 53, 610-635.

Cultural Competence & Mental Health Disparities in Clinical Child Psychology – Week 16

- <http://wtgrantfoundation.org/library/uploads/2015/09/Disparities-in-Child-and-Adolescent-Mental-Health.pdf>
- Alegria, M., Vallas, M., & Pumariega, A. J. (2010). Racial and ethnic disparities in pediatric mental health. *Child and Adolescent Psychiatric Clinics of North America*, 19, 759-774.
- Lescano, C. M., & Rahill, G. J. (2017). Racial and ethnic health disparities. In M. C. Roberts & R. G. Steel (Eds.), *Handbook of Pediatric Psychology (5th Ed)* (pp. 499-508). New York: Guilford Press.

Supplemental Recorded Lectures (these are OPTIONAL; review of the relevant DSM-5 sections is encouraged)

Elimination Disorders: Enuresis and Encopresis

- DSM-5 section on Elimination Disorders (355-360)
- Shepard, J. A., & Cox, D. J. (2017). Elimination disorders: Enuresis and encopresis. In M. C. Roberts & R. G. Steel (Eds.), *Handbook of Pediatric Psychology (5th Ed)* (pp. 442-451). New York: Guilford Press.

Tic Disorders

- DSM-5 section on Tic Disorders (pages 81-85)
- Murphy, T. K., Lewin, A. B., Storch, E. A., Stock, S., & AACAP-CQI. (2013). Practice parameter for the assessment and treatment of children and adolescents with tic disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 1341-1359.

Research Domain Criteria (RDoC) Supplemental Readings

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

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

Lang, P. J., McTeague, L. M., & Bradley, M. M. (2016). RDoC, DSM, and the reflex physiology of fear: A bidimensional analysis of the anxiety disorders spectrum. *Psychophysiology*, 53, 336-347.