

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6476: Lifespan Psychopathology (4 credit hours)
Fall: 2020
Delivery Format: Online (Zoom)

Instructor Name: Brenda Wiens, Ph.D. (Child); Duane Dede, Ph.D. (Adult)
Room Number: N/A (Online through Zoom)
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, and psychological factors related to physical conditions 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 will be individuals with specific expertise in the areas of child/adolescent and adult psychopathology, respectively. Class instructional methods will consist of combinations of synchronous (during scheduled class time) lectures using PowerPoint through Zoom (slides will be made available prior to class time in CANVAS), asynchronous pre-recorded lectures available in CANVAS, synchronous group discussions on the Zoom platform, and synchronous presentation of clinical case examples. 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 - 9/1/20	Cultural competence and mental health disparities in clinical child psychology		Please see reading list in the Appendix to this syllabus for readings corresponding to each week
	A - 9/2/20	Lifespan issues in psychopathology, diagnosis and classification of psychological disorders		
2	C - 9/8/20	Development and risk factors in psychopathology		
	A - 9/9/20	Other Psychotic Disorders, Dissociative Disorders and Impulse-Control Disorders		
3	C - 9/15/20	Overview of DSM-5 Neurodevelopmental Disorders Autism Spectrum Disorder		
	A - 9/16/20	Neurocognitive Disorders (Delirium, Dementia and other Cognitive Disorders)	*Class will be from 8 AM- 11 AM	
4	C - 9/22/20	Autism Spectrum Disorder (con't) Intellectual Disabilities		
	A - 9/23/20	Anxiety Disorders in early, middle, and later adulthood	10 point quiz	
5	C - 9/29/20	ADHD in childhood and adolescence		
	A - 9/30/20	Substance-related and Addictive Disorders	10 point quiz	
6	C - 10/6/20	ADHD (con't) Specific Learning Disorders		
	A - 10/7/20	Schizophrenia spectrum	10 point quiz	
7	C - 10/13/20	Oppositional Defiant Disorder and Conduct Disorder	Case conceptualization assignment 1 <u>due by 5pm</u>	
	A - 10/14/20	Student presentations	3 student presentations	
8	C - 10/20/20	Anxiety Disorders in children and adolescents		
	A - 10/21/20	Somatic Symptom and Related Disorders; Sleep-Wake Disorders	10 point quiz	
9	C - 10/27/20	Anxiety Disorders in children and adolescents (con't) Trauma and Stressor-Related Disorders in Childhood and Adolescence		

	A - 10/28/20	Adult Case Conceptualizations	Adult Case Conceptualizations - 40 points
10	C - 11/3/20	Child/adolescent Obsessive-Compulsive Disorder Student presentation	1 student presentation
	A - 11/4/20	Depressive, Bipolar, and related disorders	
11	C - 11/10/20	Child and Adolescent Mood Disorders – Depression	Case conceptualization assignment 2 <u>due by 5pm</u>
	A - 11/11/20	Veteran's Day Holiday – NO CLASS	
12	C - 11/17/20	Student presentations	3 student presentations
	A - 11/18/20	Depressive, Bipolar, and related disorders (con't)	10 point Quiz at the end of class (adult)
13	C - 11/24/20	Child and Adolescent Mood Disorders – Bipolar Disorder	
	A - 11/25/20	Thanksgiving Break – NO CLASS	
14	C - 12/1/20	Adolescent Substance Use Student presentation	1 student presentation
	A - 12/2/20	Student presentations Case videos	3 student presentations
15	C - 12/8/20	Student presentations	3 student presentations
	A - 12/9/20	Personality Disorders	
16	C - 12/15/20	Finals week	Case conceptualization assignment 3 due by 5pm
	A - 12/16/20	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

Adult

- Eating disorders
- Obsessive-Compulsive and Related 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:

Sadock, B.J., Sadock, V. A., & Ruiz, P. (Eds.). (2014). *Kaplan and Sadock's Synopsis of Psychiatry (11th Ed.)*. New York: Williams & Wilkins.

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 2020. 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), as well as in the share folder LIFESPAN PSYCHOPATHOLOGY FALL 2020.

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 3 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) and final examinations (adult), one quiz in the adult portion of the course, 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
Quiz (adult)	9/23/20	10 points
Quiz (adult)	9/30/20	10 points
Quiz (adult)	10/7/20	10 points
Case conceptualization 1 (child)	10/13/20 by 5pm	50 points

Quiz (adult)	10/21/20	10 points
Adult case-conceptualizations	10/28/20	40 points
Case conceptualization 2 (child)	11/10/20 by 5pm	50 points
Quiz (adult)	11/18/20	10 points
Case conceptualization 3 (child)	12/15/20 by 5pm	50 points
Final Exam (adult)	12/16/20	60 points
		TOTAL points possible for course = 500

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

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 quizzes and a final exam for the **Adult** portion of this course. The point totals for the quizzes and final exam are presented under grading (above). The final exam 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. Quizzes and the exam will be based on information from readings, case examples, classroom video presentations, lectures, and class discussion. Mode of administration for the quizzes and the final exam will be determined and announced by Dr. Dede.

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 Zoom 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.

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. 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.phhp.ufl.edu/services/resourceguide/getstarted.htm>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

We expect active participation from all students during each class meeting via Zoom. During lectures and synchronous Zoom activities (e.g., student presentations, case discussions), we expect students to be engaged, raise questions, and add comments to help foster understanding and learning of the material. Participating in an online class via Zoom increases the possibility of “zoning out” during class, attempting to multitask by engaging in other activities, and distractions (e.g., furry, four-legged friends). As a graduate student entering a health professions field, we expect that you will make every attempt to engage to your fullest extent during live Zoom classroom sessions, raise your hand virtually or type in the chat to ask questions, and participate in discussions. To that end, we are asking that students keep their cameras turned on during class (with audio muted) unless we experience bandwidth issues with Zoom. Should you find yourself struggling with remaining focused with the online format of class, please reach out to one of the instructors to help problem-solve strategies to increase engagement. We will provide a copy of slides used in our lectures in advance of class in CANVAS. To help protect student privacy, the instructors will NOT be recording lectures. Likewise, no recording of Zoom-delivered lectures by students will be allowed without permission from the instructors. 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. Likewise, please speak with the instructors in the case that you need to miss a Zoom lecture due to documented illness or a necessary absence.

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, even in an online platform. 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 view of your video [or turn your video off] 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.

If any in-person sessions are scheduled, 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.

COVID-19

In the event that any in person classes are scheduled during the semester to accomplish the student learning objectives of this course, the following policies and requirements will be in place to maintain your learning environment and to enhance the safety of our in-classroom interactions given COVID-19.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Any in-person sessions will be assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- 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.
- Follow your instructor’s guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- 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. Find more information in the university attendance policies.

Our class sessions will NOT be audio-visually recorded for students unless prior arrangements are made for documented accommodations or approved absences.

In the event that we would need to record a Zoom session, Zoom sessions would be recorded in a manner that records the audio from student microphones, but not the video camera. Students who un-mute during class and participate orally agree to have their voices recorded. Any student unwilling to consent to having their voice recorded, may keep their mute button activated and use the Zoom "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. Students who have concerns about keeping their cameras on during class are strongly encouraged to talk with the instructor. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

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.

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

Cultural Competence & Mental Health Disparities in Clinical Child Psychology – Week 1

- Costello, E. J., He, J., Sampson, N. A., Kessler, R. C., & Merikangas, K. R. (2014). Services for adolescents with psychiatric disorders: 12-month data from the National Comorbidity Survey-Adolescent. *Psychiatric Services*, 65, 359-366.
- Ecklund, K., & Johnson, W. B. (2007). Toward cultural competence in child intake assessments. *Professional Psychology: Research and Practice*, 38, 356-362.

- 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.

Development and Risk Factors in Psychopathology – Week 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)

Autism Spectrum Disorder and Intellectual Disabilities – Weeks 3 and 4

- DSM-5
 - Autism Spectrum Disorder (pages 50-59)
- Child and Adolescent Psychopathology textbook
 - Chapter 2 (Classifying Psychopathology: The *DSM*, Empirically Based Taxonomies, and the Research Domain Criteria)
 - Chapter 22 (Autism Spectrum Disorder)

Attention Deficit Hyperactivity Disorder – Weeks 5 and 6; Learning Disorders – Week 6

- DSM-5
 - ADHD (pages 59-66), week 5
 - Learning Disorders (pages 66 to 74), week 6
- Child and Adolescent Psychopathology textbook
 - Chapter 13 (Attention-Deficit/Hyperactivity Disorder)
- 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.

Oppositional Defiant/Conduct Disorder – Week 7

- 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)

Anxiety Disorders in Children and Adolescents – Weeks 8 and 9; Child/Adolescent Trauma and Stressor Disorders – Week 9

- DSM-5
 - Anxiety Disorders (starts page 189, review Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Anxiety Disorder, Generalized Anxiety Disorder), week 8
 - PTSD (pages 271-280), week 9
- Child and Adolescent Psychopathology textbook
 - Chapter 16 (Anxiety Disorders), week 8
 - Chapter 20 (Trauma- and Stressor-Related Disorders in Infants, Children, and Adolescents), week 9

Child/Adolescent OCD – Week 10

- DSM-5
 - Obsessive-Compulsive Disorder (pages 237-242)
- Child and Adolescent Psychopathology textbook
 - Chapter 17 (Obsessive-Compulsive and Related Disorders)

Child/Adolescent Mood Disorders – Weeks 11 and 13

- DSM-5
 - Major Depressive Disorder (pages 160-168), week 11
 - Persistent Depressive Disorder (pages 168-171), week 11

- Disruptive Mood Dysregulation Disorder (pages 156-160), week 911
- Bipolar I and II disorders (pages 123-139), week 13
- Child and Adolescent Psychopathology textbook
 - Chapter 18 (Depressive Disorders), week 11
 - Chapter 21 (Bipolar Disorder), week 13
- 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.
- **Optional Reading:** Zepf, F. D., Biskup, C. S., Holtmann, M., & Runions, K. (2016). Disruptive mood dysregulation disorder. In Rey JM (Ed.), IACAPAP e-Textbook of Child and Adolescent Mental Health (pp. 1-13). Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions.

Adolescent Substance Use – Week 14

- Child and Adolescent Psychopathology textbook – Chapter 15 (Substance Use Disorders)

Supplemental Recorded Lectures and Associated Readings

Elimination Disorders: Enuresis and Encopresis

- DSM-5 section on Elimination Disorders (355-360)
- Fritz, G., Rockney, R., et al. (2004). Summary of the practice parameters for the assessment and treatment of children and adolescents with enuresis. *Journal of the American Academy of Child and Adolescent Psychiatry, 43*, 123-125.
- 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.