

**University of Florida
College of Public Health & Health Professions Syllabus**

CLP4134: Introduction to Clinical Child/Pediatric Psychology (3 credit hours)

Fall 2025

Delivery Format: On-Campus

<https://ufl.instructure.com/courses/543066>

Instructor Name: Hailey Inverso, MS (she/her); Joy Gabrielli, PhD, ABPP

Room Number: HPNP G114

Date/Time: Thursdays (9:35am – 12:35pm)

Office Phone Number: 352-273-5285

Email Address: Hailey Inverso (hinverso@ufl.edu) Dr. Gabrielli (jgabrielli@php.ufl.edu)

Office Hours: Hailey will be available 15 minutes before and after class; a separate meeting can be scheduled for longer discussions and/or discussions requiring privacy

Preferred Course Communications: Email Hailey for course-related questions, include CLP4134 in the subject line

Prerequisites

[PSY 2012](#) and [CLP 3144](#), and [STA 2023](#)

PURPOSE AND OUTCOME

Course Overview

This course is designed to provide students with a broad overview of Clinical Child and Pediatric Psychology. The development of these fields as specialty areas within Clinical Psychology, as well as the scope of practice, will be discussed. The course will provide students with an introduction to the major behavioral and psychological disorders of childhood and adolescence, emphasizing methods of assessing and treating these disorders that are supported by research. The course will also review the various theoretical approaches to child and family therapy. Issues related to the education and training of child/pediatric psychologists, including training in ethics, multicultural competence, and legal matters will also be presented.

Relation to Program Outcomes

This course serves as an upper-level course within clinical and health psychology at the University of Florida. The early-stage developmental focus will support learning objectives that are applicable to a range of clinical and health profession degrees including public health, psychology, pre-medicine, and early development undergraduate training programs.

Course Objectives and/or Goals

Upon successful completion of the course, students will:

1. Gain a broad understanding of the historical development of the fields of clinical child psychology and pediatric psychology and learned about the roles, scope of practice, and settings of practice available to clinical child/pediatric psychologists.

2. Define and differentiate most common psychological disorders of children and adolescents and discuss how these disorders may present to clinicians.
3. Develop a basic knowledge of assessment techniques and common psychological treatment modalities used with children and families, with an awareness of which methods have been empirically supported.
4. Learn about multicultural considerations, ethical issues, and dealing with abuse/neglect within psychological practice.
5. Acquire an understanding of the training of clinical child/pediatric psychologists.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Week	Date(s)	Topic(s)	Reading(s)	Assignment Due
1	Aug 21	Course Introduction & Basic Concepts	Mash & Wolfe: Ch. 1 & 2	Syllabus Quiz
2	Aug 28	Introduction to Assessment, Diagnosis, & Treatment	Mash & Wolfe: Ch. 4	Week 2 Discussion Post (8/27 11:59pm) Week 2 Discussion Responses (8/29 11:59pm)
3	Sep 4	Autism Spectrum Disorders*	Mash & Wolfe: Ch. 6	Week 3 Discussion Post (9/3 11:59pm)
		ADHD*	Mash & Wolfe: Ch. 8	Week 3 Discussion Responses (9/5 11:59pm)
4	Sep 11	Externalizing Disorders*	Mash & Wolfe: Ch. 9	Week 4 Discussion Post (9/10 11:59pm)
		Intellectual Disability*	Mash & Wolfe: Ch. 5 (pgs. 155-185)	Week 4 Discussion Responses (9/12 11:59pm)
5	Sep 18	OCD*	Mash & Wolfe: Ch. 11	Week 5 Discussion Post (9/17 11:59pm)
		Substance Use Disorders*	Mash & Wolfe: Ch. 13	Week 5 Discussion Responses (9/19 11:59pm)
6	Sep 25	Mood Disorders	Mash & Wolfe: Ch. 10 Madubata et al. (2022)	Week 6 Discussion Post (9/24 11:59pm)
		Anxiety Disorders	Mash & Wolfe: Ch. 11	Week 6 Discussion Responses (9/26 11:59pm)

Week	Date(s)	Topic(s)	Reading(s)	Assignment Due
7	Oct 2	Trauma Disorders* Mid-Term Review	Mash & Wolfe: Ch 12	Week 7 Discussion Post (10/1 11:59pm) Week 7 Discussion Response (10/3 11:59pm)
8	Oct 9	MIDTERM EXAM (covering weeks 1 – 7)		
9	Oct 16	Introduction to Pediatric Psychology Cross-cutting issues in pediatric psychology Diabetes	Wu et al. (2013) Alfano et al. (2018) Wysocki, et al. (2017)	Week 9 Discussion Post (10/15 11:59pm) Week 9 Discussion Responses (10/17 11:59pm)
10	Oct 23	Cancer* Asthma Organ Transplant	Vannatta & Salley (2017) Gray et al. (2018) Kelly et al. (2016)	Week 10 Discussion Post (10/22 11:59pm) Week 10 Discussion Responses (10/24 11:59pm)
11	Oct 30	Feeding & Eating Disorders* Pediatric Obesity GI Disorders*	Mash & Wolfe: Ch. 14 Smith et al. (2020) Reed-Knight et al. (2017)	Week 11 Discussion Post (10/29 11:59pm) Week 11 Discussion Responses (10/31 11:59pm)
12	Nov 6	Duchenne Muscular Dystrophy* Spina Bifida*	Gruebner et al. (2023) Kritikosa et al. (2020)	Week 12 Discussion Post (11/5 11:59pm) Week 12 Discussion Responses (11/7 11:59pm)
13	Nov 13	Sickle Cell Disease* Cystic Fibrosis Epilepsy*	Lemanek et al. (2017) Kimball et al. (2023) Modi et al. (2017)	Week 13 Discussion Post (11/12 11:59pm) Week 13 Discussion Responses (11/14 11:59pm)
14	Nov 20	Craniofacial Differences Pediatric Burns Pediatric Pain*	Hunt et al. (2005) Duncan et al. (2017) Coakley & Wihak (2017)	INFOGRAPHIC (11/21 at 11:59pm)
15	Nov 27	NO CLASS - HOLIDAY		Eat lots of yummy food and rest!
16	Dec 4	NO CLASS - READING DAY		Study for your final!
Dec 8	10am – 12pm	FINAL EXAM (covering weeks 9 – 14)		
<i>*Guest Lecture</i>				

Course Materials and Technology

Required Text: Mash, E.J. & Wolfe, D.A. (2019). *Abnormal Child Psychology* (7th ed.). ISBN: 978-1-337-62426-8

This text has been ordered through the UF Text Adoption service and should be available at the bookstore. Used copies may also be available online. Assigned readings are listed below according to the lecture they accompany. Additional readings will be available for download on the course website. Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

ACADEMIC REQUIREMENTS AND GRADING

Syllabus Quiz (5% of your grade)

There will be a 10-question syllabus quiz due August 18th at 11:59pm. The quiz is open-note and you may retake the syllabus quiz if full points are not earned on the first attempt.

Exams (50% of your grade)

There will be TWO exams: a midterm covering content from the first half of the course and a final covering content from the last half of the course. The exams will cover material from lectures, videos, and readings. The format of exams will be multiple choice and short answer. Exams are scheduled for a particular day and time to ensure faculty availability for questions during the exam. There will be no make-up exams, except for documented medical reasons (i.e., physician note). If you miss the exam, you will receive a score of zero on that exam. Any arrangements to change the date of the exam must be made at minimum two weeks before the scheduled exam date, though you are encouraged to speak with the instructor as soon as you become aware of a need to reschedule.

Discussion Boards (25% of your grade)

Discussion boards will be made available for students to cross-talk about issues related to course content. **Weekly** participation in boards will be expected, with full credit given to students who post thoughtful, **empirically-based content** in response to questions posed *and* peer/faculty content. To receive full credit, you will need to provide an original post and respond to two other posts by peers. Your first post on the discussion board will be due by 11:59pm EST on the **Wednesday** of the assigned week (the day before that week's class). Your responses to other posts by peers will be due by 11:59pm EST on the **Friday** of the assigned week, at which point discussion boards will close. This activity is designed to support peer-to-peer engagement in learning as well as deeper understanding of course content. Full credit will be given to students who demonstrate the ability to extend their learning outside of course content provided (e.g., including scientific literature from a peer reviewed journal article to support statements, with references provided). Please be mindful in your responses to others' posts and maintain respectful communication during these conversations. **There are 11 available discussion boards; you will be graded on 10 (can skip or drop one).** **You may not submit any work generated by an AI program as your own.**

Infographic (20% of your grade)

Infographics are visual depictions of data and ideas used to generate interest in various topics and communicate information concisely and simply. For this assignment, you will develop a one-page infographic designed to quickly, clearly, and accurately present information in a visually stimulating way. The presentation of information must be novel, and the information depicted must be comprehensive enough to communicate the message without additional explanation. For the

infographic, you must select one pathology discussed in class (can be clinical child or pediatric psychology oriented) and visually depict how this pathology manifests itself uniquely in child or adolescent populations. Prior classes gave feedback that this assignment took them longer than they estimated it would take, so start early and ask me for feedback in advance of the due date. As you design your infographic, consider what information would be relevant to: 1) persuade policy makers about the particular health issue you have selected and 2) generate interest or provide information to the general public with little to no prior knowledge of your selected topic. Projects will be graded based on the quantity (provision of appropriate – not too much or too little – amount of information) and quality (information depicted is accurate and evidence-based, goes beyond content provided in class or readings) of information provided, innovation in data presentation (data is organized, interesting, and visually appealing), and public health relevance (information is important and understandable to a lay audience) of the information provided. The information you provide must have solid scientific evidence with specific sources to support claims and data summaries. You must provide a list of references/sources to support the information you have provided in your infographic. A detailed rubric is listed on the course website. You may provide a 500 maximum word summary detailing the approach and strengths of your particular approach to the infographic if you feel it will assist me in understanding the thought process behind your final product, although this is **not** a requirement of the assignment. **You may not submit any work generated by an AI program as your own.**

Grading

Requirement	Due date	%	Late Work Policy
Syllabus Quiz	August 28 11:59pm	5%	10% deducted for each day late
Discussion Posts (Highest 10 of 11)	Weekly - Original posts due by Wednesday 11:59pm - Two peer responses due by Friday 11:59pm	25%	10% deducted for each day late Lowest score will be dropped and the highest 10 scores will count towards overall grade
Midterm Exam	October 9 during class	25%	No make-up exams, except for verified medical or extreme personal situations
Infographic	November 21 by 11:59pm	20%	10% deducted for each day late
Final Exam	December 8 10am-12pm	25%	No make-up exams, except for verified medical or extreme personal situations

Percentage 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	WF	I	NG	S-U
Grade Points	4	3.67	3.33	3	2.67	2.33	2	1.67	1.33	1	0.67	0	0	0	0	0

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Exam and Make Up Exam Policy

There will be no make-up exams, except for documented medical reasons (i.e., physician note) or extreme personal situations that are verified and approved by the instructor prior to the exam date. If you miss an exam, you will receive a score of zero on that exam. Students who *must* miss class on the day of an exam may request arrangements to take the exam early, pending approval by the instructor. These arrangements *must* be made at least one month prior to the exam. If you will miss a class or need to leave a class early please let the instructor know in advance.

Policy Related to Late Work

Late assignments will be accepted with a 10% decrease in overall grade for every day late. Late assignments one week past the due date will not be accepted and will receive a grade of “0”. Any requests for make-ups due to technical issues must be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. 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.

Course Policy Related to Required Class Attendance

Given that this is an upper-level elective course, class attendance is expected and highly desirable. Keep in mind that lecture material will include information from assigned readings, but it will not be exclusively from the textbook or assigned articles. Weekly lecture material will be more in-depth than content from the assigned readings and will be included in exams. However, if you are feeling ill, please do not attend class. Similarly, if there is a religious holiday you would like to observe that falls on a class day, you do not need to provide any documentation; please just inform the instructor that you will miss class due to a holiday.

If you need to miss class due to illness or an otherwise excused absence, please communicate with instructors and request notes from your classmates. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to AI Use in This Course

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#). Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted. [UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines](#)

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Laptop, Cell Phone, and Newspaper Policy: Given that class lectures are available online, laptops will be allowed as part of course participation. Assignments are expected to be completed independently (that means, without any help from peers or others). We appreciate your cooperation.

Communications Guidelines

It is expected that all email communications, threaded discussions, and in person and online course activities will be conducted with respect for others based on UF academic policies. The course instructor and teaching assistant will make every effort to respond to student emails and communications within 24 to 48 hours, or sooner if possible. Please do not hesitate to email again if your question or email has not received a response in a timely fashion.

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

STUDENT RESOURCES

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.](#)

Please 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.

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources, which are listed here:

<https://counseling.ufl.edu/services/crisis/>

Students can learn more about UPTurn and request an appointment here:

<https://phhp.ufl.edu/student-resources/upturn-wellness-program/>

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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.”
