

PRE 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention
3 Credit Course
Fall 2007

Department: Psychology and Research in Education
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Class Time: Th 9:30-12:20
Class Location: 620 JRP Hall

School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by
(1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and
(3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Developmental Psychopathology: Diagnosis, Intervention, and Prevention course is one of a series of core courses in the school psychology curriculum designed to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Developmental Psychopathology course, students acquire knowledge about diagnosis, intervention, and prevention based on research, theory, and best practice in the field.

Technology

Students will learn about or become more familiar with technology by doing presentations on mental health topics and prevention programs using computer technology (e.g., power point). Students will also use Blackboard.

Diversity

Students will learn about cultural contexts and individual differences and how these contexts and individual difference variables influence or are related to the behavior demonstrated by children, adolescents, and adults.

Course Purpose

This course is intended to introduce students to the study of adaptive and maladaptive behaviors and processes across time. Diagnostic nomenclature and educational classification systems will be introduced. Risk and protective factors will be discussed. Students will become familiar with school- and community-based prevention and intervention strategies to address children and adolescents' behavioral, emotional, and social difficulties.

Course Objectives

1. Students will become familiar with the different models of developmental psychopathology.
2. Students will become familiar with diagnostic and educational classification systems (e.g., DSM-IV-TR, IDEIA, and KSDE)
3. Students will be able to identify contextual factors that interact with the individual to transform the individual's behavior and the environment.
4. Students will become familiar with biological factors that affect an individual's behavior.
5. Students will be able to identify multiple risk and protective factors.
6. Students will develop an understanding of epidemiological issues and developmental precursors associated with various disorders.
7. Students will become familiar with behavioral, emotional, and social difficulties experienced by some children and youth.
8. Students will be exposed to different school- and community-based prevention programs.
9. Students will be able to identify different intervention strategies, including empirically-based interventions, used to address a child or adolescent's behavioral or socio-emotional difficulties.

Text and Readings

Sameroff, A. J., Lewis, M., & Miller, S. M. (2000). *Handbook of developmental psychopathology* (2nd ed.). New York: Kluwer Academic/Plenum Publishers.

Additional readings will be on reserve at the Learning Resource Center (LRC). The LRC is located on the first floor of JRP Hall.

Course Requirements

Exams

Two exams will be given over the course of the semester. The exams will be in an essay format. The exams will be closed book and students will not be able to use their notes. Students will be asked to respond to questions that will require them to have factual knowledge of the topics; to integrate material from the readings, lectures, and discussions; and/or to apply their knowledge to practical or real life situations. ***Each exam will be worth 70 points for a total of 140 points (approximately 67% of the student's grade).***

Individual Intervention Presentation

Students will be responsible for selecting a research-based intervention, preferably an empirically-based intervention, article to address a specific problem or disorder found in children and adolescents. ***Students will put their article on reserve in the LRC for other students to read one week prior to the student's presentation.*** Each student will present the article and his/her reaction to the article to the class on the day that the specific problem or disorder is discussed in class. ***In addition, each student will provide the instructor with a 1-2 page summary of the article, including the student's reaction to the article, on the day of the presentation. The presentation and summary are worth a total of 30 points (approximately 14% of the student's grade).***

Group Prevention Project

Each student will work with two or possibly three other students, depending on the size of the class, and select a school-based prevention topic of interest to present to the class and submit a paper to the instructor based on the group's presentation. The presentation should include the identifying problem (e.g., school dropout) and a review of the literature regarding the problem, including a rationale as to why a prevention program is needed; epidemiological findings (e.g., prevalence rates, incidence rates, and gender, socioeconomic status, and cultural differences); identification of risk and protective factors; development of a theoretical model to explain the emergence of the identifying problem in the child and/or adolescent population; the target group for the prevention program, timing of the prevention program (i.e., when the program will be implemented); intervention strategies to be used; and plans for follow-up and evaluation of treatment outcomes. *The paper will be due on 12/6/07. The presentation and paper are worth a total of 30 points (approximately 14% of the student's final grade).*

Class Participation

Students are expected to attend class and to participate in class discussions and activities. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. *Class participation and activities will account for 10 points (approximately 5% of the student's final grade).*

KSDE/NCATE

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure standards addressed in this course."

KSDE Certification/Endorsement (School Psychologist Standards)

Standard #4: The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

Knowledge (1): The school psychologist has knowledge of current research and developmental processes in behavioral, social, affective, and adaptive domains.

Knowledge (4): The school psychologist has knowledge of directstrategies for use with children with diverse backgrounds and experience.

Knowledge (5): The school psychologist has knowledge ofbehavior management...strategies that enhance appropriate child behavior.

Standard #5: The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.

Knowledge (1): The school psychologist has knowledge of biological, social, cultural, ethnic, experiential, socioeconomic, gender-relatedfactors in child development.

Knowledge (2): The school psychologist has knowledge of current research ondisabilities.

Knowledge (3): The school psychologist has knowledge of characteristics, prevalence, development, etiology, diagnostic systems, taxonomies, and the differential diagnosis of human exceptionalities.

Standard #6: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Knowledge (1): The school psychologist has knowledge of systems organizations.....and educational climate.

Standard #7: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Knowledge (1): The school psychologist has knowledge of current theory and research about child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior...and other factors influencing human behavior.

Knowledge (2): The school psychologist has knowledge of mental health promotion and prevention practices and programs.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

“The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact me privately in regard to your needs in this course.”

Professional and Ethical Behavior

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

Academic Misconduct

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

Course Requirements	Grading Policy	
	Points	% of Course Grade
Exams	140	66.67
Individual Intervention Presentation	30	14.29
Prevention Group Project	30	14.29
Class Participation	10	4.75
Total Points	210	100.00

Grades	Grades Letter Equivalent
195-210	A
189-194	A-
183-188	B+
174-182	B
168-173	B-
162-167	C+
153-161	C
147-152	C-
141-146	D+
132-140	D
126-131	D-
125 & Below	F

Late Work

All presentations must be presented on their designated dates. Credit will not be given for presentations not delivered on their assigned dates. Two points will be deducted each day for late papers up to three days. The points will be deducted **before** the paper is graded. After three days, the late paper will not be accepted and the student will **not** receive credit for the paper.

**PRE 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention
Course Outline**

Dates	Topics	Reading Assignments
8/23	Course Overview Developmental Psychopathology: Models, Definitions, & Prediction	Sameroff et al. (2000) – Ch. 1 <i>Standards 4(1), 5(3), and 7(1)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
8/30	Assessment of Psychopathology DSM-IV Nomenclature & Educational Classification Systems Biological Factors and Mental Health	Sameroff et al. (2000) - Ch. 3 <i>Standards 4(1), 5(1), 5(3), and 7(1)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
9/6	Family, Peer, and Cultural Contexts and Mental Health	Jacob & Doherty (2006) Sameroff et al. (2000) - Ch. 5 Wilmshurst (2005) -Ch. 14 <i>NCATE Standard 4 – Diversity Standards 5(1) and 7(1)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
9/13	School Context and Mental Health Treatment Outcomes	Sameroff et al. (2000)-Ch. 8 <i>Standard 6(1)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
9/20	Children and Adolescents with Attention-Deficit/Hyperactivity Disorder Individual Intervention Presentations	Sameroff et al. (2000) - Ch. 21 Smith et al. (2006, pp. 95-108) <i>NCATE Standard 4 – Diversity Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
9/27	Children and Adolescents with Oppositional Defiant Disorder and Conduct Disorder Individual Intervention Presentations	McMahon et al. (2006, pp. 137-154, 186-203) <i>Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
10/4	Exam #1	-----

**PRE 770 Developmental Psychopathology: Diagnosis, Intervention, and Prevention
Course Outline (cont.)**

Dates	Topics	Reading Assignments
10/11	Fall Break	-----
10/18	Children and Adolescents with Depression Individual Intervention Presentations	Reinemann et al. (2006) <i>Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
10/25	Children and Adolescents with Anxiety Individual Intervention Presentations	Ramirez et al. (2006) <i>NCATE Standard 4-Diversity Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
11/1	Chronic Medical Conditions/ Children and Adolescents with Traumatic Brain Injury Individual Intervention Presentations	Clark (2006) <i>NCATE Standard 4-Diversity Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
11/8	Children with Autism and Asperger's Disorder Individual Intervention Presentations	Sameroff et al. (2000) – Ch. 34 Sansosti & Powell-Smith (2006) <i>NCATE Standard 4-Diversity Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
11/15	Exam #2	-----
11/22	Thanksgiving Holiday	-----
11/29	Children with Mental Retardation Prevention Science Individual Intervention Presentations Group Prevention Projects #1 and #2	Sameroff et al. (2000) – Ch. 6, 35 <i>NCATE Standard 4-Diversity Standards 4(1), 4(4), 4(5), 5(1), 5(2), 5(3), 7(1), and 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>
12/6	Substance Abuse Prevention Group Prevention Projects #3, #4, and #5 Group Prevention Papers Due	Forman et al. (2006); Phelps (2001) <i>Standard 7(2)</i> <i>Conceptual Framework: Research & Best Practice and Content Knowledge</i>