

**George Mason University**  
**College of Education and Human Development**  
**School Psychology Program**  
**SPSY 617 Child Psychopathology**  
**3 credits**  
**Spring 2023**

**Location:** Psychological Services Center

**Time:** Mondays, 4:30-7:10

**Instructor:** James Siddall, Ph.D., NCSP

**Office Hours:** By Appointment

**Email:** jsiddall@gmu.edu

**Prerequisites**

None

**University Catalog Course Description**

Surveys major types of psychopathological disturbances of infancy and childhood. Provides an overview of atypical development in children and adolescents focusing on cognitive, emotional, social, and adaptive domains. Examines etiologies, symptoms, effects, and treatments of major psychological disorders. Introduces students to major classification systems that are commonly applied to diagnose psychological disorders in children.

**Course Overview**

In addition to above, the course examines limitations of the major classification systems that are commonly applied to diagnose psychological disorders in children, application of the *DSM-5* in educational settings, and differentiation of *DSM-5* and educational diagnoses.

**Course Delivery Method**

This course will be delivered using a lecture format. This will include lecture, group discussion, activities, and presentations. Class participation is important and expected.

**Learner Outcomes or Objectives**

The goal of this course is for the student to acquire foundational knowledge and skills pertaining to the development, expression, effects, and treatment of mental disorders in children and adolescents.

This course is designed to enable students to do the following:

1. Identify and understand basic concepts associated with major theories of pediatric psychopathology.
2. Identify primary symptoms, etiologies, effects, and treatments associated with major psychological disorders in children and adolescents.
3. Understand and apply the multi-axial diagnostic system of the *DSM-5* to pediatric mental disorders.

4. Understand and communicate applications and limitations of diagnostic systems for psychological disorders in educational settings.

### **Professional Standards**

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

VII. Diversity in Development and Learning

### **Required Texts**

Mash, E.J and Wolfe, D.A. (2018). *Abnormal Child Psychology* (7th ed.). Boston, MA: Cengage. (M&W)

### **Optional Resource**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. (APA)

Articles as assigned.

### **Course Performance Evaluation**

The course provides foundational knowledge and skills pertaining to the identification and treatment of mental disorders in children and adolescents. The knowledge and skills are essential for all students who aspire to engage in competent practice or research with children; and, as such, mastery of core content by all students is expected. Attendance at class is required; and active participation in all activities is strongly encouraged. Each requirement is designed to build or enhance competence in core knowledge and skills, and successful completion of all assignments is expected.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, electronic, or hard copy).

Students fulfill the following requirements to demonstrate attainment of the stated goal and objectives of this course:

- Read and understand assigned materials.
- **Class Participation:** Attend class, participate in discussions and activities, and complete written assignments.
- **Weekly Quizzes/Discussion Questions:** We will have weekly quizzes on readings in order to ensure that all material has been read and to allow more time for discussion of material. In addition, students are expected to come up with and post at least 2 discussion questions centered around the chapter readings for consideration by the class.
- **Mid-term and Final Exams:** Demonstrate knowledge of course content on cumulative mid-term and final exam.

A final grade will be derived from cumulative assessments of performance on assignments during the semester. Assignments must be submitted on or before the designated dates. The earned grade will be reduced by 5% if the assignment is submitted after the due date but within one week. Thereafter, the

assignment will not be accepted for credit, unless special arrangements have been approved by the instructor in advance.

The final course grade is based on aggregation of weighted scores for the following measures of performance:

Class Participation	20%
Weekly quizzes	10%
Discussion Questions	10%
Mid-term exam	30%
Final exam	30%

**Grading Scale** (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100; A = 93-98; A- = 90-92

B+ = 87-89; B = 83-86; B- = 80-82

C = 70-79

F = below 70

### **Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## Schedule of Classes

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1/23	<p><b>Welcome; overview of course; Syllabus assignments</b>                      Readings &amp; discussion: Why are we taking this class?</p> <p><a href="https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services">https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services</a></p>	
	<p><b>Introduction to Normal and Abnormal Behavior in Children and Adolescents/Theories and Causes</b></p>	<p><b>M&amp;W: Ch.1 &amp; 2;                      APA 19-25</b></p>
1/30	<p><b>Research/Assessment, Diagnosis, and Treatment</b></p>	<p><b>M&amp;W: Ch. 3 &amp; 4</b></p>
2/6	<p><b>Depressive Disorders</b></p> <p>Treatment for Adolescents With Depression Study (TADS) Team. (2004). Fluoxetine, Cognitive-Behavioral Therapy, and Their Combination for Adolescents With Depression: Treatment for Adolescents With Depression Study (TADS) Randomized Controlled Trial. <i>JAMA: Journal of the American Medical Association</i>, 292(7), 807-820.  <a href="http://dx.doi.org.mutex.gmu.edu/10.1001/jama.292.7.807">http://dx.doi.org.mutex.gmu.edu/10.1001/jama.292.7.807</a></p> <p>Gretchen R. Gudmundsen, Isaac C. Rhew, Elizabeth McCauley, Jahun Kim &amp; Ann Vander Stoep (2019) Emergence of Depressive Symptoms from Kindergarten to Sixth Grade, <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 48:3, 501-515, DOI: 10.1080/15374416.2017.1410823</p>	<p><b>M&amp;W: Ch. 10 (p. 310-348                      APA: 155-188</b></p>
2/13	<p><b>Bipolar Disorder/NSSI</b></p>	<p><b>M&amp;W: Ch. 10 348-End.</b></p>

Buelens, T., Luyckx, K., Kiekens, G., Gandhi, A., Muehlenkamp, J. J., & Claes, L. (2020). Investigating the DSM-5 criteria for non-suicidal self-injury disorder in a community sample of adolescents. *Journal of affective disorders, 260*, 314-322.

Turner, B. J., Austin, S. B., & Chapman, A. L. (2014). Treating nonsuicidal self-injury: a systematic review of psychological and pharmacological interventions. *Canadian journal of psychiatry. Revue canadienne de psychiatrie, 59*(11), 576-85.

**2/20 Anxiety and Obsessive-Compulsive Disorders M&W: Ch. 11  
APA: 189-233**

Piacentini, J., Bennett, S., Compton, S. N., Kendall, P. C., Birmaher, B., Albano, A. M., et al. (2014). 24- and 36-week outcomes for the child/adolescent anxiety multimodal study (CAMS). *Journal of the American Academy of Child and Adolescent Psychiatry, 53*, 297 - 310.

Herzig-Anderson, K., Colognori, D., Fox, J. K., Stewart, C. E., & Masia Warner, C. (2012). School-based anxiety treatments for children and adolescents. *Child and Adolescent Psychiatric Clinics of North America, 21*(3), 655-668.  
<http://dx.doi.org.mutex.gmu.edu/10.1016/j.chc.2012.05.006>

**2/27 ND: Attention-Deficit/Hyperactivity Disorder M&W: Ch. 8  
APA:59-66;**

Hinshaw, S. P., Arnold, L. E., & MTA Cooperative Group (2015). Attention-deficit hyperactivity disorder, multimodal treatment, and longitudinal outcome: Evidence, paradox and challenge. *Wires Cognitive Science, 6*, 39-52.

Sonuga-Barke, E. J., Brandeis, D., Cortese, S., Daley, D., Ferrin, M., Holtmann, M., ...& Sergeant, J. (2013). Nonpharmacological interventions for ADHD: Systematic review and meta-analyses of randomized controlled trials of dietary and psychological treatments. *American Journal of Psychiatry, 170*, 275-289.

Rossignoli-Palomeque, T., Perez-Hernandez, E., & González-Marqués, J. (2018). Brain Training in Children and Adolescents: Is It Scientifically Valid?. *Frontiers in psychology, 9*, 565. doi:10.3389/fpsyg.2018.00565

**3/6 Conduct Problems M&W: Ch. 9  
APA: 461-480**

Pasalich, D. S., Witkiewitz, K., McMahon, R. J., & Pinderhughes, E. E. (2015). Indirect effects of the fast track intervention on conduct disorder symptoms and callous-unemotional traits: Distinct pathways involving discipline and warmth. *Journal of Abnormal Child Psychology*,

**All Class: Look at WWClearinghouse reports for Fast Track and First Steps to Success (\$\$ vs effectiveness?)**

Spencer C. Evans , John L. Cooley , Jennifer B. Blossom , Casey A. Pederson , Elizabeth C. Tampke & Paula J. Fite (2020) Examining ODD/ADHD Symptom Dimensions as Predictors of Social, Emotional, and Academic Trajectories in Middle Childhood, *Journal of Clinical Child & Adolescent Psychology*, 49:6, 912-929, DOI: 10.1080/15374416.2019.1644645.

**3/13 Mid-Semester Break/Complete Mid-Term Exam**

**3/20 No Class**

**3/27 Intellectual Disability** **M&W: Ch. 5**  
**APA: 31-41;**

**MID-TERM EXAM DUE**

Emerson, E. (2012). Deprivation, ethnicity, and the prevalence of intellectual and developmental disabilities. *Journal of Epidemiology and Community Health*, 66, 218-224.

Einfeld, S. L., Ellis, L. A., & Emerson, E. (2011). Comorbidity of intellectual disability and mental disorder in children and adolescents: A systematic review. *Journal of Intellectual and Developmental Disabilities*, 36, 137-143,

**4/3 Autism Spectrum Disorder/COS** **M&W: Ch.6**  
**APA: 50-59**

Estes, A., Munson, J., Rogers, S. J., Greenson, J., Winter, J., & Dawson, G. (2015). Long-term outcomes of early intervention in 6-year-old children with autism spectrum disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 54, 580-587.

Kasari, C., Gulsrud, A., Paparella, T., Helleman, G., & Berry, K. (2015). Randomized comparative efficacy study of parent-mediated interventions for toddlers with autism. *Journal of Consulting and Clinical Psychology*, 83, 554-563.

**4/10 Feeding and Eating Disorders** **M&W: Ch. 14**

Buchman, Attia, E., Dawson, L., & Steinglass, J. E. (2019). Steps of care for adolescents with anorexia nervosa—A

Delphi study. *The International Journal of Eating Disorders*, 52(7), 777–785. <https://doi.org/10.1002/eat.23088>

Schiele, B., Weist, M. D., Martinez, S., Smith-Millman, M., Sander, M., & Lever, N. (2020). Improving School Mental Health Services for Students with Eating Disorders. *School Mental Health*, 12(4), 771–785.

**4/17 Communication and Learning Disorders**

**M&W: Ch. 7  
APA: 41-49, 66-74**

Ryan J. McGill, Stefan C. Dombrowski, Gary L. Canivez, Cognitive profile analysis in school psychology: History, issues, and continued concerns, *Journal of School Psychology*, Volume 71, 2018, Pages 108-121, ISSN 0022-4405, <https://doi.org/10.1016/j.jsp.2018.10.007>.

Scanlon, D. M., Gelzheiser, L. M., Vellutino, F. R., Schatschneider, C., & Sweeney, J. M. (2008). Reducing the incidence of early reading difficulties: Professional development for classroom teachers versus direct interventions for children. *Learning and Individual Differences*, 18, 346-359.

Horowitz-Kraus, T., Vannest, J. J., Kadis, D., Cicchino, N., Wang, Y. Y., & Holland, S. K. (2014). Reading acceleration training changes brain circuitry in children with reading difficulties. *Brain and Behavior*, 4, 886-902.

**4/24 Trauma- and Stressor-Related Disorders**

**M&W: Ch.12  
APA: 338-360**

Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 163-176. <http://dx.doi.org.mutex.gmu.edu/10.1007/s12310-016-9177-0>

Nadeem, E., & Ringle, V. A. (2016). De-adoption of an evidence-based trauma intervention in schools: A retrospective report from an urban school district. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 8(1), 132-143. <http://dx.doi.org.mutex.gmu.edu/10.1007/s12310-016-9179-y>

**5/1 Health-Related and Substance-Use Disorders**

**M&W: 13**

Delamater, A.M, Guzman, A., & Aparicio, K. (2017). Mental health issues in children and adolescents with chronic illness. *International Journal of Human Rights in Healthcare*, 10(3), 163-173.

Hasanbegović-Anić, E., Sandić, A., & Alispahić, S. (2019). Prevention of substance abuse in children and adolescents: evidence based practice. *Epiphany*, 11(1), 11-30.

**5/8 Personality Disorders/IGD**

Shiner, R. L., & Tackett, J. L. (2014). Personality disorders in children and adolescents.

Frick, P.J., et al. (2014). Can Callous-Unemotional Traits Enhance the Understanding, Diagnosis, and Treatment of Serious Conduct Problems in Children and Adolescents? A Comprehensive Review. *Psychological Bulletin*, 140 (1), 1-57.

Paulus, F.W., et al. (2018). Internet gaming disorder in children and adolescents: a systematic review. *Developmental Medicine and Child Neurology*, 60, 645-659.

**5/15 Take Home Final Exam due**

Note: The instructor reserves the right to make changes to the assignments/schedule at their discretion.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).



- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**