

MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Course Prefix and Number: EPY 9723

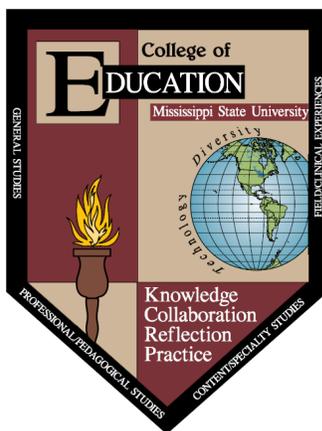
Course Title: Seminar in Contemporary School Psychology

Credit hours: Three (3) semester hours

Type of Course: Lecture/Seminar

Catalogue Description: Study of current issues and problems in school psychology. Includes the synthesis/refinement of students' personal philosophy of psychological practice in human-service settings.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

Study of school-aged child and adolescent psychological, behavioral and emotional disorders identified in the Diagnostic and Statistical Manual and under IDEA.

This course is designed to expose students to the diverse complexity of child and adolescent psychopathology that occurs in the school setting. These include disorders of behavior (e.g., attention-deficit hyperactivity disorder, oppositional defiant disorder), disorders of emotion (e.g., anxiety and depression), developmental and learning problems (e.g., autism, mental retardation, learning disabilities), and problems related to physical and environmental challenges (e.g., anorexia, child abuse and neglect). The content will focus on the epidemiology, symptomatology, etiology, co-morbidity, and treatment of different psychopathologies experienced by school age youngsters. Understanding the classification systems, DSM-IV-TR and IDEA classifications, and their strengths and weaknesses also will be covered. Intervention programs and strategies for specific disorders will be discussed. A critical review of the current research and school-based intervention programs will be incorporated in this course. This course is developed for school based mental health professionals and educators who work directly with the school setting including school psychologists, school counselors, administrators, teachers, child advocates, and social workers.

Course Objectives:

As the instructor of this class, the goal is for each student to obtain the following skills:

1. Articulate the impact of various childhood disabilities on functioning in the school, home, and community settings. **CFPO 2, 12; InTASC 1, 2, 3, 4, 5, 9, 10**
2. Articulate considerations for consulting with medical and educational personnel when designing interventions for students presenting with pediatric medical conditions. **CFPO 2, 5, 10; InTASC 2, 3, 4, 5, 9, 10**
3. Critically examine the empirical literature in the field of school psychology, pediatric psychology, special education, and/or related fields with regard to intervention design and implementation concerning children with special needs. **CFPO 1, 4, 8, 12; InTASC 1, 2, 3, 4, 5, 7, 8, 9**
4. Become familiar with the biological, cognitive, psychological, and socio-cultural variables typically associated with the development and maintenance of childhood disorders, including major risk and protective processes. **CFPO 1, 3, 6, 12; InTASC 1, 2, 3, 4, 5, 6, 9**
5. Increase skills in critical thinking, oral and written communication of ideas, and evaluation of theory and research in child and adolescent psychopathology. **CFPO 2; InTASC 4, 5, 6, 9**
6. Develop an increased awareness of and sensitivity to the needs of children with psychological disorders and their families. **CFPO 3; InTASC 1, 2, 3, 4, 5, 9**
7. Develop an understanding of how to use all available assessment information in developing instructional strategies to meet the individual learning and mental health needs of children in school settings. **CFPO 1, 4, 6, 8, 12; InTASC 1, 2, 3, 4, 5, 6, 9**
8. To promote an understanding of, respect for, and responsiveness to exceptional and culturally diverse populations. **CFPO 3; InTASC 2, 3, 4, 5, 9, 10**

9. To help the student gain a working knowledge of diagnostic evaluation systems (e.g., DSM –IV-TR, IDEA) as they apply to children and adolescents, and the advantages and disadvantages of each. **CFPO 6, 8, 12; InTASC 1, 2, 3, 4, 5, 6, 9**

Topics Covered:

- (1) Overview of Psychopathology
3 hrs.
 - 1. Historical overview of the field
 - 2. Definition of psychopathology
- (2) Theories and Causes of Child and Adolescent Psychopathology
3 hrs.
 - 1. Categorical Models
 - 2. Diagnostic Models
- (3) Behavioral Disorders
6 hrs.
 - 1. Attention-Deficit/Hyperactivity Disorder
 - 2. Disruptive Behavior Disorder – NOS
 - 3. Conduct Disorder
 - 4. Oppositional Defiant Disorder
- (4) Emotional Disorders
6 hrs.
 - 1. Anxiety Disorders
 - 2. Mood Disorders
 - 3. Suicide
- (5) Developmental Disorders
3 hrs.
 - 1. Mental Retardation
 - 2. Learning Disorders
 - 3. Habits and Tics
- (6) Developmental Disorders
6 hrs.
 - 1. Stereotypical Movement Disorder
 - 2. Autism Spectrum Disorders
 - 3. ABA in the classroom
 - 4. Behavior Management for the classroom (ABA continued)
 - 5. Self-injurious Behavior
 - 6. Communication Disorders
- (7) Elimination Disorders
3 hrs.
 - 1. Enuresis
 - 2. Encopresis
- (8) Problems Related to Physical and Environmental Challenges
6 hrs.
 - 1. Health Related Disorders
 - 2. Recurrent Pain

- (9) Problems Related to Physical and Environmental Challenges
 - 3 hrs.
 - 1. Substance Abuse
 - 2. Child Maltreatment
 - 3. Eating Disorders
- (10) Childhood Schizophrenia
 - 3 hrs.
- (11) Reactive Attachment Disorder
- (12) Problems Related to Physical and Environmental Challenges
 - 3 hrs.
 - 1. Sleep Disorders
 - 2. Childhood Feeding Disorders

Required Texts:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*, 2nd ed. Upper Saddle River, N.J.: Pearson Prentice Hall.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorder–IV Text Revision*. Washington, DC: Author.

Ollendick, T. H., & Hersen, M. (Eds.) (1998). *Handbook of child psychopathology*. New York: Plenum.

Schroeder, C. S., & Gordon, B. N. (2002). *Assessment and treatment of childhood problems: A clinician’s guide (2nd ed)*. New York: Guilford.

Methods of Instruction:

This course is conducted as a 3 hours seminar with a face to face delivery. It is designed as a “study of a particular subject and individualized original research under the guidance of an instructor and exchange of results by informal lectures and discussions.”

Student Activities:

1. **READING ASSIGNMENTS:** In order to be prepared to participate in class activities, students are expected to complete all readings and assignments outlined on the attached weekly schedule prior to coming to class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings, if assigned.
2. **CLASS PARTICIPATION:** All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student’s class participation grade. (See MSU policy for excused absences.)
3. **EXAMS:** Progress monitoring of course readings will be assessed through two exams.

Each student will be expected to demonstrate mastery of this course content through successful performance on two written examinations. Exams will be administered in class as indicated on the attached tentative schedule.

4. **CASE EXAMPLES/SCENARIOS/VINGETTES:** Throughout the semester, different case scenarios will be sent home. The student is required to identify the disorders in the case vignettes including a rationale for why a diagnosis was made. Diagnosis must follow DSM-IV guidelines, i.e., include Axis and GAF score or IDEA criteria.

Grading: The case examples are worth 20% of the overall grade in this course.

5. **STUDENT-LED PRESENTATIONS:** *Format* -- Because this course is an upper-level doctoral seminar, students are responsible for facilitating topics of discussion. Students will select/be assigned topics related to various psychiatric conditions/disabilities. Students will then be responsible for the class presentation the day of the assigned topic(s). Organization for the class period will be determined in consultation with the instructor, but should include didactic presentation and discussion consistent with the seminar format of the class. Other activities (e.g., outside speaker, videotape presentation) may be included as well. Presentations should last about 50 minutes with generating discussions at the end of the presentation for approximately 10 minutes. This may include case scenarios or other activities.

Students must meet with the instructor no later than two weeks prior to the class in which they will be presenting to determine presentation content. Students also are responsible for assigning readings to be discussed. A copy of these readings will be made available for other classmates. Failure to have these readings prepared one week prior to the presentation will result in point deduction for the presenters.

Policy for Academic Misconduct:

Any acts of academic misconduct (e.g., cheating, plagiarism, etc.), as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: DO NOT CHEAT! For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:
<http://www.honorcode.msstate.edu/>

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disability:

I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

Field Experience:

None

Evaluation of Student Progress:

Grading -- Presenters will be graded using a feedback system including indicators of organization, creativity, and maintaining interest. Students will also be assessed on their ability to respond to questions, generate discussion, and demonstrated mastery of material being presented. The presentation is worth 20% of the overall grade in this course.

Participation	<u>10%</u>	90 - 100% = A
First Exam:	25%	89 - 80% = B
Second Exam:	25%	79 - 70% = C
Presentation	20%	69 - 60% = D
Case	<u>20%</u>	Below 60 = F
	100%	

Bibliography:

Angold, A., & Egger, H.L. (2007). Preschool psychopathology: Lessons for the lifespan. *Journal of Child Psychology and Psychiatry* 48, 961-966.

Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

Chapman, D.P., Dube, S.R. (2007). Adverse childhood events as risk factors for negative mental

- health outcomes. *Psychiatric Annals*, 37,359-364.
- Deskovitz, M., Key, D.E., Hill, E.M., & Franklin, J.T. (2004). A long-term family oriented treatment for adolescents with substance-related disorders: An outcome study. *Child and Adolescent Social Work Journal*, 21, 265-284.
- DiRago, A.C., & Vaillant, G.E. (2007). Resilience in inner city youth: Childhood predictors of occupational status across the lifespan. *Journal of Youth and Adolescence*, 36, 61-70.
- Feldman, R. (2007). Parent-infant synchrony: Biological foundations and developmental outcomes. *Current Directions in Psychological Science*, 16, 340-345.
- Fishbein, D.R., Herman-Stahl, M., Eldreth, D., Paschall, M.J., Hyde, C., Hubal, R., et al. (2006). Mediators of the stress-substance-use relationship in urban male adolescents. *Prevention Science*, 7, 113-126.
- Kehle, T.J., Bray, M.A., & Grigerick, S.E., (2007). Infant and child attachment as it relates to school-based outcomes. *Journal of Early Childhood and Infant Psychology*, 3, 47-60.
- Park-Taylor, J., Walsh, M.E., & Ventura, A.B. (2007). Creating healthy acculturation pathways: Integrating theory and research to inform counselors' work with immigrant children. *Professional School Counseling*, 11, 25-34.
- Rosenman, S., & Rodgers, B. (2006). Childhood adversity and adult personality. *Australian and New Zealand Journal of Psychiatry*, 40, 482-490.
- Srabstein, J., Joshi, P., Due, P., Wright, J., Leventhal, B., Merrick, J., et al. (2008). Prevention of public health risks linked to bullying: A need for a whole community approach. *Journal of Adolescent Medicine and Health*, 20, 185-199.
- Sayder, S. (2008). Review of your teenager: Thinking about your child during the secondary school years. *Infant Observation*, 11, 106-110.