

Diagnosis of Childhood Disorders in School (SPSY 67920/77920)

Instructor: Frank J. Sansosti, Ph.D.
Office: 405-R White Hall
Office Phone: 330.672.0059
Email: fsansost@kent.edu

Required Texts:

1. Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology* (2nd Ed). New York: Guilford Press.
2. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders-Text revision* (4th Ed). Washington, DC: Author.
3. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed). Washington, DC: Author.
4. Ohio Department of Education (2003). *Model policies and procedures for the education of children with disabilities*. Columbus, OH: Author (Available on ODE website: <http://www.ode.state.oh.us>).
5. Ohio Department of Education (2002). *Operating standards for Ohio's schools serving children with disabilities*. Columbus, OH: Author (Available on ODE website: <http://www.ode.state.oh.us>).
6. Additional Readings will be required to supplement specific topics reflected on the syllabus. Additional Readings will be available electronically, on file through the Instructional Resources Center (211 White Hall), or you may obtain them from original resources.

Recommended Texts:

1. Phelps, L (Ed.) (1998). *Health-related disorders of children and adolescents*. Washington, DC: American Psychological Association.

Catalog Description:

Provides an overview of diagnosis and treatment of child and adolescent behavior disorders (e.g., ADHD, Conduct Problems), emotional and social disorders (e.g., Depression, Anxiety, Phobias), and developmental/acquired disorders (e.g., Autism).

Course Content:

There are two purposes of the course. First, the course will address the cause, determinants, and types of disorders in children and adolescents that mental health professionals encounter while working with children in schools. Second, the course will provide a brief opportunity to explore assessment procedures associated with each of the disorder areas.

The majority of time will be spent addressing those child and adolescent disorders that are most likely to be referred through educational settings. Specifically, emphasis will be placed on a basic understanding of the epidemiology, etiology, diagnostic criteria, and long term implications of specific disorders. In addition, this course will focus on and integrate the relationship between identification, assessment, and intervention.

Course Objectives:

In order to complete this course successfully, each student will:

1. become familiar with major diagnostic approaches such as DSM-IV, IDEA, and State Model Policies and Procedures for the Education of Children with Disabilities, and

- a. identify similarities and differences for and against the various diagnostic approaches (e.g., DSM-IV, behavioral, educational, functional);
2. become familiar with the epidemiology, etiology, and specific diagnostic criteria for child and adolescent disorders frequently observed in school settings, and
 - a. identify the characteristics and behavioral profiles of children and adolescents with the following disabilities/associated conditions:
 - i. Attention Deficit Hyperactivity Disorder (ADHD)
 - ii. Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD)
 - iii. Internalizing Disorders
 - iv. Intellectual Disabilities
 - v. Anxiety and Obsessive Compulsive Disorder (OCD)
 - vi. Pervasive Developmental Disorder (PDD, e.g., Autism)
 - vii. Developmental Disorders from ages Birth to Three
 - viii. Social Skills Deficits
 - ix. Enuresis/Encopresis
 - x. Eating Disorders
3. review controversies in the assessment and diagnosis of childhood disorders, and
 - a. identify conceptual models for delivery of services to children and adolescents in a variety of clinical and non-clinical settings;
4. identify advantages/disadvantages, side effects, and educational implications of various psychopharmacological medications for the following disorders:
 - a. Attention Deficit Hyperactivity Disorder (ADHD)
 - b. Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD)
 - c. Internalizing Disorders
 - d. Anxiety and Obsessive Compulsive Disorder (OCD)
 - e. Pervasive Developmental Disorder (PDD, e.g., Autism)

Organization of Course:

Most often, each week's class will include a presentation by the instructor intended to highlight the salient ideas of the week's topic and set the stage for class discussion. Guest speakers and videotapes also may be incorporated on occasion to facilitate student learning and discussion.

Course Competencies:

This course provides competencies toward the following Blueprint III goals:

- Diversity Awareness and Sensitive Service Delivery
- Data-Based Decision Making and Accountability
- Enhancing the Development of Wellness, Social Skills, and Life Competencies

Course Assignments/Evaluation:

Assignments and the evaluation criteria are based on the idea that students learn more and perform better when high expectations are established, when they attend regularly, participate actively, and receive frequent feedback on their work. The assignments for this course are:

1. Attendance/Participation

Due Date: Ongoing

Points Possible: 150 (15 weeks @ 10 points each)

It is expected that students will come to class prepared to be active participants in discussions and activities. Absences will result in the loss of attendance and participation points for the day(s) missed. Thus, multiple absences could result in a lowered final course grade.

2. Quizzes

Due Date: Unscheduled

Points Possible: 50 (5 quizzes @ 10 points each)

There will be a total of 5 unscheduled quizzes throughout the semester. Quizzes will cover the readings, and may consist of multiple-choice questions, true/false questions, or essays. **Make-up quizzes will not be offered except in the case of an excused absence.** All quizzes will be taken at the beginning of each class (approximately 30 minutes).

3. Medication Reviews

Due Dates: 9/12, 9/19, 9/26, 10/3, and 10/17

Points Possible: 50 (5 reviews @ 10 points each)

Each student will prepare an abridged review (1 to 2 pages) of the various psychopharmacological medications for specific disorders (see course schedule). Each review should include a description of the medication (e.g., class of medication, half-life), side effects of the medication, perceived advantages/disadvantages of the medication, and a description of the possible educational implications of the medication.

4. Midterm Exam

Date: 10/10

Points Possible: 100

The midterm exam will focus on content covered in the first half of the semester. Students will be required to integrate and apply information rather than simply recall facts. The midterm exam will consist of a combination of multiple choice, short answer, and essay questions.

5. Final Exam

Date: 12/12

Points Possible: 100

The final exam will be cumulative in nature. That is, the final exam will be comprised of information covered during the entire semester. The final exam will consist of a combination of multiple choice, short answer, and essay questions.

6. Informational Brochure

Outline Due Date: 10/17

Final Due Date: 12/5

Points Possible: 50

Students are required to prepare an informational brochure related to one of the disorders/associated conditions discussed in class (e.g., ADHD, Pervasive Developmental Disorders, Child Abuse). The purpose of this brochure is the help educators understand the complexities and educational implications of a specific disorder. Specifically, each brochure should include:

- a. an overview of the disorder/associated condition that provides a definition, prevalence rate, and description of symptoms/behavior;
- b. the educational and/or medication implications of the disorder/associated condition; and
- c. support recommendations to assist educators who are instructing a student with the disability/associated condition.

What you write up for me should be the actual document you would provide to educators (i.e., it should look like a tri-fold informational brochure). Your brochure will be graded on accuracy, readability, demonstration of knowledge, and creativity. You should make an effort to support each point with evidence based on empirical study. Therefore, the brochure **MUST** be prepared in accordance with the Publication Manual of APA (5th Edition).

Criteria for Evaluation of Student Performance

Below is a breakdown of how your grade will be calculated, as well as the grading scale for the class.

Required Course Activities	Points Possible
Attendance/Class Participation	150 points (15 weeks @ 10 points each)
Quizzes	50 points (5 @ 10 points each)
Medication Reviews	50 points (5 @ 10 points each)
Midterm Exam	100 points
Final Exam	100 points
Informational Brochure:	50 points
Total Points Possible:	500 points

450 – 500 = A	400 – 449 = B	350 – 399 = C	300 – 349 = D
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IMPORTANT NOTES ABOUT THIS COURSE:

My Expectations and “How to Survive this Course”

I expect everyone to come to class well prepared and ready to learn and discuss new material. This means that you should: (a) do the assigned readings or activities **prior** to coming to class, (b) review the notes periodically and prepare any questions that you may have, and (c) think about how the information relates to your own personal experience or the experiences you expect to have when working as an educator. In addition, you should always be ready to discuss relevant material with the rest of the class. Please be advised that I will call on students to answer questions or provide viewpoints on class topics **EVEN WHEN they are not actively volunteering to do so.**

The following are suggestions from students in previous semesters for how future students can best survive this course:

1. Coming to class is the most important way to survive Frank’s class!
2. Track your points, if your grade falls below 70%, make an appointment to talk to Frank!
3. If you are confused about something from the class, first ask your other classmates for clarification. If you need additional direction, please make an appointment to discuss it further. **Be proactive rather than reactive...it is far more effective!!!**

My Commitment to Help You: I will do my best to grade your quizzes, exams, and project assignments in time for the next scheduled class session. I will also make myself available to meet with you during my scheduled office hours or by appointment. If you ever need any help in this class, or even if you have general questions about the field, PLEASE don’t hesitate to contact me. I’ve listed my office phone number and email above and I encourage you to use them whenever you have a question. So please don’t feel embarrassed or ashamed for asking for help. Those who ask for it always do best on assignments or exams.

Notes About Grading: All assignments are due at the beginning of class on the assigned dates. It is **very** important that assignments be completed on time. Credit for late work will be awarded on the following basis: 10% of possible points will be deducted for assignments submitted late for **each** day after the due date (e.g., an assignment that is 3 days late would result in a deduction of 30% of the possible points for the assignment). Assignments will no longer be accepted one week after the due date. The quality of assignments/activities will be considered in determining your grade. Please attend to the “appearance” of your written work and refer frequently to a dictionary and/or APA publications manual for article summaries and application project. Finally, students are encouraged to learn from each other by discussing their work. Any student who believes they are having difficulty understanding the lectures, readings, or assignments should see the instructor as soon as possible.

Academic Dishonesty: **Do Not Cheat or Plagiarize!** If you are caught cheating on an exam, or any other assignment, or you are caught plagiarizing you will be immediately referred to the Dean’s office for disciplinary action. Punishment for Academic Dishonesty will depend on the seriousness of the offense and will be handled in accordance with departmental and Kent State University-based policy.

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

Disability Policy: University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must verify your eligibility through Student Disability Services (330-672-3391 or visit www.kent.edu/sds for more information).

Electronic Equipment: All beepers, cell phones, or any other device that makes an audible noise should be **TURNED OFF** prior to coming to class. Such devices are distracting to both the instructor and other students. If you wish to use a laptop during class time, please discuss this with the course instructor by the second class meeting.

Course Calendar: Topics, Readings, and Assignments

(NOTE: The Course Calendar is subject to change as deemed appropriate or necessary)

Date	Topic(s) and Reading Assignments	Assignment Due
	Course Introduction/Review of Syllabus	None
	<p>Diagnostic Systems in Child/Adolescent Disorders</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 1 ○ DSM-IV (pp. xxiii – 37 only) ○ Operating Standards (evaluation section pp. 49 – 60) ○ AR # 1 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 1 	None
	<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 2 ○ DSM-IV (section on ADHD only) ○ AR # 2 ○ AR # 3 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 2 ○ RR # 3 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class ▪ Medication Review
	<p>Conduct and Oppositional Defiant Disorders (CD & ODD)</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 3 ○ DSM-IV (section on ODD & CD only) ○ AR # 4 ○ AR # 5 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 4 ○ RR # 5 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class ▪ Medication Review
	<p>Mood Disorders in Children and Adolescents</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 5 ○ DSM-IV (section on Mood Disorders only) ○ AR # 6 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 6 ○ RR # 7 ○ RR # 8 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class ▪ Medication Review
	<p>Anxiety & Obsessive Compulsive Disorder (OCD)</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 6 ○ DSM-IV (section on Anxiety and OCD only) ○ AR # 7 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 9 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class ▪ Medication Review
Midterm Exam		
	<p>Pervasive Developmental Disorders (PDD)</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 9 ○ DSM-IV (section on Autistic Disorders only) ○ AR # 8 ○ AR # 9 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ Phelps – Chapters 10, 12, 41, 77, & 94 ○ RR # 10 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class ▪ Submit outline for Informational Brochure. (You may also submit a draft if you would like instructor feedback) ▪ Medication Review

	<p style="text-align: center;">Intellectual Disabilities</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 11 ○ DSM-IV (section on Mental Retardation only) ○ AR # 10 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ Phelps – Chapters 7, 41, 75, 77, 84, and 98 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class
	<p style="text-align: center;">Learning Disabilities</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 12 ○ DSM-IV (section on Learning Disabilities only) ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class
	<p style="text-align: center;">Abuse and Neglect</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 14 ○ AR # 11 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ Phelps – Chapter 63 ○ RR # 11 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class
	<p style="text-align: center;">School Refusal</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 8 ○ AR # 12 ○ AR # 13 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ RR # 12 	<ul style="list-style-type: none"> ▪ Bring <i>Definitions</i> section of the Operating Standards to class
	<p style="text-align: center;">Birth to Three (Infants and Toddlers)</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 13 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ None 	None
Field Experience – No Class		
	<p style="text-align: center;">Eating and Elimination Disorders</p> <ul style="list-style-type: none"> ▪ <i>Required Readings:</i> <ul style="list-style-type: none"> ○ Mash & Barkley – Chapter 15 ○ DSM-IV (section on Eating Disorders only) ○ AR # 14 ▪ <i>Recommended Readings:</i> <ul style="list-style-type: none"> ○ None 	<ul style="list-style-type: none"> ▪ Informational Brochure Due
Final Exam		

Appendix A

Additional Readings (AR) List

1. Power, T. J., & Eiraldi, R. B. (2000). Educational and psychiatric classification systems. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools* (2nd ed.). New York: Guilford Press.
2. Beiderman, J. (2005). Attention Deficit Hyperactivity Disorder: A selected overview. *Biological Psychiatry*, *57*, 1215-1220.
3. Sciotto, M. J., Terjesen, M. D., & Bender Frank, A. S. (2000). Teachers' knowledge and misperceptions of ADHD. *Psychology in the Schools*, *37*, 115-122.
4. Olympia, D. et al. (2004). Social maladjustment and students with behavioral and emotional disorders: Revisiting basic assumptions and assessment issues. *Psychology in the Schools*, *41*, 835-847.
5. Loeber, R., et al. (2000). Oppositional Defiant and Conduct Disorder: A review of the past 10 years, part I. *Journal of the American Academy of Child and Adolescent Psychiatry*, *39*, 1468-1484.
6. Callahan, S. A., Panichelli-Mindel, S. M., & Kendall, P. C. (1996). DSM-IV and internalizing disorders: Modifications, limitation, and utility. *School Psychology Review*, *25*, 297-307.
7. Wewetzer, C., et al. (2001). Long term outcome and prognosis of obsessive-compulsive disorder with onset in childhood or adolescence. *European Child and Adolescent Psychiatry*, *10*, 37-46.
8. Harris, S. L., Glasberg, B., & Ricca, D. (1996). Pervasive Developmental Disorders: Distinguishing among subtypes. *School Psychology Review*, *25*, 308-315.
9. Shriver, M. D., Allen, K. D., & Mathews, J. R. (1999). Effective assessment of the shared and unique characteristics of children with autism. *School Psychology Review*, *28*, 538-558.
10. MacLean, W. E., Miller, M. L., & Bartsch, K. (2001). Mental retardation. In C. E. Walker & M. C. Roberts (Eds.), *Handbook of Clinical Child Psychology* (3rd ed.). New York: Wiley.
11. Hinson, J. & Fossey, R. (2000). Child abuse: What teachers in the 90's know, think, and do. *Journal of Education for Students Placed At-Risk*, *5*, 251-266.
12. Evans, L. D. (2000). Functional school refusal subtypes: Anxiety, avoidance, and malingering. *Psychology in the Schools*, *37*, 183-191.
13. King, N. J. et al. (2001). School refusal: Categorical diagnoses, functional analysis, and treatment planning. *Clinical Psychology and Psychotherapy*, *8*, 352-360.
14. Gimpel, G. A. (1998). Enuresis and Encopresis. In L. Phelps (Ed.), *Health related disorders in children and adolescents*. Washington, DC: American Psychological Association.

Appendix B

Recommended Readings List

1. McBurnett, K. (1996). Development of the DSM-IV: Validity and relevance for school psychologists. *School Psychology Review, 25*, 259-273.
2. Thurber, J. R., Heller, T. L., & Hinshaw, S. P. (2002). The social behaviors and peer expectation of girls with Attention Deficit Hyperactivity Disorder and comparison girls. *Journal of Clinical Child and Adolescent Psychology, 31*, 443-452.
3. Power, T. J., Costigan, T. E., Leff, S. S., Eiraldi, R. B., & Landau, S. (2001). Assessing ADHD across settings: Contributions of behavioral assessment to categorical decision making. *Journal of Clinical Child Psychology, 30*, 399-412.
4. Wakefield, J. C., Pottick, K. J., & Kirk, S. A. (2002). Should the DSM-IV diagnostic criteria for Conduct Disorder consider social context? *American Journal of Psychiatry, 159*, 380-386.
5. Roecker Phelps, C. E. (2001). Children's responses to overt and relational aggression. *Journal of Clinical Child Psychology, 30*, 240-252.
6. Geller, B., & Luby, J. (1997). Child and adolescent Bipolar Disorder: A review of the past 10 years. *Journal of the American Academy of Child and Adolescent Psychiatry, 36*, 1168-1176.
7. Weller, E. B., & Weller, R. A. (2000). Depression in adolescents: Growing pains or true morbidity? *Journal of Affective Disorders, 61*, S9-S13.
8. Beardslee, W. R., & Gladstone, T. R. (2001). Prevention of childhood depression: Recent findings and future prospects. *Biological Psychiatry, 49*, 1101-1110.
9. Pina, A. A., Silverman, W. K., Alfano, C. A., & Saavedra, L. M. (2002). Diagnostic efficiency of symptoms in the diagnosis of DSM-IV generalized anxiety disorder in youth. *Journal of Child Psychology and Psychiatry, 43*, 959-969.
10. Simpson, R. L. (2005). Evidence-based practices and students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities, 20*, 140-149.
11. Liu, J., Raine, A., Venables, P. H., & Mednick, S. A. (2004). Malnutrition at age 3 years and externalizing behavior problems at ages 8, 11, and 17 years. *American Journal of Psychiatry, 161*, 2005-2013.
12. Elliot, J. G., (1999). Practitioner review: School refusal: Issues of conceptualization, assessment, and treatment. *Journal of Child Psychology and Psychiatry, 40*, 1001-1012.