

Course Syllabus
SchP 438: Health/Pediatric Psychology
Fall Semester 2003

Class Times: Thursdays 4:00 - 7:00 P.M.

(Note: Exceptions in syllabus)

Instructor: George J. DuPaul, Ph.D.

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Students with disabilities: Any student who has a documented disability and is in need of academic accommodations should notify me at the outset of the course. In addition, the student should contact Cheryl Ashcroft, Director of the Office of Academic Support Services (758-4152). Accommodations are individualized in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

REQUIRED TEXTS:

Roberts, M.C. (Ed.) (2003). *Handbook of pediatric psychology* (3rd ed.). New York: Guilford. (designated as HPP in assignment listings for each class)

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, & Giroux. (designated as Fadiman in assignment listings for each class)

School Psychology Review (vol. 28, no. 2). Entire mini-series on Promoting School Success in Children with Chronic Medical Conditions. (**available on course blackboard page**)

Assigned journal articles which will be available online through course blackboard page (ci.Lehigh.edu)

RECOMMENDED TEXTS:

Power, T.J., DuPaul, G.J., Shapiro, E.S., & Kazak, A. (2003). *Promoting children's health: Integrating school, family, and community*. New York: Guilford.

Wilson, D.K., Rodrigue, J.R., & Taylor, W.C. (Eds.) (1997). *Health-promoting and health-compromising behaviors among minority adolescents*. Washington, D.C.: American Psychological Association.

COURSE OBJECTIVES:

Upon course completion, students should be able to:

1. Understand the nature of pediatric medical conditions especially regarding the impact of these conditions on school performance.
2. Design academic, behavioral, and/or psychological interventions for students presenting one or more medical conditions.
3. Understand effective methods to use in consulting with medical and educational personnel when designing interventions for students presenting with one or more medical conditions.
4. Understand how the conceptualization and treatment of medical disorders should take into account factors related to cultural, ethnic, and linguistic diversity.
5. Effectively design and implement one class session on a pediatric medical condition or related topic.
6. Critically examine the empirical literature in the fields of school psychology, pediatric psychology, special education, and/or related fields.

PROGRAM COMPETENCIES:

1. Students will demonstrate the development of a knowledge base regarding medical conditions, including psychiatric disorders, that affect the adaptive functioning of students in school, family, and neighborhood settings (Health/Pediatric Subspecialization #4)
2. Students will demonstrate skills in the design, implementation, and evaluation of interventions to address the symptoms of medical conditions, as well as associated educational and psychological difficulties (Health/Pediatric Subspecialization #6)
3. Students will demonstrate a knowledge base and practical experience in working with children from culturally and/or linguistically diverse backgrounds who have, or at-risk for, health problems (Health/Pediatric Subspecialization #7)
4. Students will demonstrate a knowledge base and experience in facilitating collaboration among school, health care, and community agencies (Health/Pediatric Subspecialization #9)
5. Students will demonstrate a knowledge base and practical experience in the design of research related to health promotion programming and service delivery to students with or at-risk for health problems (Health/Pediatric Subspecialization #10)

ASSIGNMENTS:

1. Lead one class session regarding a medical condition or related topic. Students will take primary responsibility for the content and activities for one class session. This class session will be related to one of the medical conditions or related topic covered in the course. The students will meet with the instructor to design discussion questions, and outline activities. Although it is expected that each student will make a didactic presentation for a portion of the class, a variety of activities including discussion, viewing videotape, or bringing in outside speakers is strongly encouraged.
2. Reaction papers. A 2-3 page reaction paper will be submitted on five occasions during the semester as noted on the class schedule, below. Each paper will represent the student's reaction to and critique of readings assigned for the specific class. The reaction paper is not simply a summary of the content of readings but rather represents a creative endeavor by the student to analyze/critique the content of one or more readings, synthesize common themes across readings, or to place the ideas presented in readings into an experiential context (e.g., point out professional experiences that the student has had that are related to themes in the readings). These papers are to be prepared according to APA style (2001). Each reaction paper will be worth 20 points.
3. Journal article critique. A 3-4 pp. written critique of a journal article relevant to the topic of a specific class (e.g., medical condition, health education) will be required. This paper should be written according to American Psychological Association (APA; 2001) style. The content of critiques will be discussed in class. Articles should be from a peer-reviewed journal in the areas of psychology, education, medicine, or school health.
4. Final project. Each student will complete a final project relevant to the application of pediatric psychology to the schools. There are a number of options for fulfilling this project including: (a) design and description of an innovative program related to the practice of school psychology in a medical setting; (b) proposal for an empirical investigation including literature review and description of methodology and analysis; (c) proposal for a research or training grant in a form that is submittable to a federal agency or private foundation; or (d) comprehensive literature review in a format suitable for submission for publication. This project should be written in APA (2001) style. Specific topics and content must be approved by the instructor. The emphasis is on innovation and providing a data-based product for possible dissemination. Each student will provide an oral presentation of their project during the last class (details to be provided by instructor).

Please note that an Incomplete grade will be granted only under extreme circumstances (e.g., documented physical illness)

GRADING BREAKDOWN:

Class Leader/Discussant	100 pts.
Reaction Papers	100 pts.
Journal Article Critique	50 pts.
Final Project	150 pts.
TOTAL	<hr/> 400 pts.

The grades for the course will be based upon the following criteria:

<u>% OF POINTS</u>	<u>NUMBER OF POINTS</u>	<u>COURSE GRADE</u>
.93	372 to 400	= A
.90	360 to 371	= A-
.86	344 to 359	= B+
.83	332 to 343	= B
.80	320 to 331	= B-
.76	304 to 319	= C+
.73	292 to 303	= C

WEEKLY TOPICS AND REQUIRED READINGS

Aug. 28 - Course Overview/ Comprehensive School Health Program

Assignment: HPP Ch. 1

America's children: Key national indicators of well-being 2003

Sept. 4- Rationale for pediatric-school psychology

Assignment: HPP, Ch. 2, 4, 42

Power, T.J., DuPaul, G.J., Shapiro, E.S., & Parrish, J.M. (1995). Pediatric school psychology: The emergence of a subspecialization. *School Psychology Review*, **24**, 244-257.

Power, T.J., Tuesday Heathfield, L., McGoey, K.E., & Blum, N.J. (1999). Managing and preventing chronic health problems in children and youth: School psychology's expanded mission. *School Psychology Review*, **28**, 251-263.

Shaw, S.R. (2003). Professional preparation of pediatric school psychologists for school-based health centers. *Psychology in the Schools*, **40**, 321-330.

REACTION PAPER #1

Sept. 11 - Asthma & Cystic Fibrosis

Assignment: HPP, Ch. 16-17

Bender, B.G. (1999). Learning disorders associated with asthma and allergies. *School Psychology Review*, **28**, 204-214.

Etzel, R.A. (2003). How environmental exposures influence the development and exacerbation of asthma. *Pediatrics*, **112**, 233-239.

McQuaid, E.L., & Nassau, J.H. (1999). Empirically supported treatments of disease-related symptoms in pediatric psychology: Asthma, diabetes, and cancer. *Journal of Pediatric Psychology*, **24**, 304-328.

REACTION PAPER #2

Sept. 18 - Collaboration with Pediatricians in Medical Settings VISIT TO CHILDREN'S HOSP. OF PHILADELPHIA 4-6 PM

Assignment: Drotar, Ch. 1 & 2 (note that these are available on-line)

Sept. 25 - Diabetes

Assignment: HPP, Ch. 11, 18

TOPIC FOR FINAL PROJECT APPROVED

Holmes, C.S., Cant, M.C., Fox, M.A., Lampert, N.L., & Greer, T. (1999). Disease and demographic risk factors for disrupted cognitive functioning in children with Insulin-Dependent Diabetes Mellitus (IDDM). School Psychology Review, *28*, 215-227.

Bauman, L.J., Drotar, D., Leventhal, J.M., Perrin, E.C., & Pless, I.B. (1997). A review of psychosocial interventions for children with chronic health conditions. Pediatrics, *100*, 244-251.

Wysocki, T., Harris, M.A. et al. (2000). Randomized, controlled trial of behavior therapy for families of adolescents with insulin-dependent diabetes mellitus. Journal of Pediatric Psychology, *25*, 23-35.

Oct. 2 - Circulatory Disorders, Cardiovascular Disease, & Obesity

Assignment: HPP, Ch. 19, 24, 31

Bonner, M.J., Gustafson, K.E., Schmacher, E., & Thompson, R.T. (1999). The impact of sickle cell disease on cognitive functioning and learning. School Psychology Review, *28*, 182-193.

Collins, M., Kaslow, N., Doepke, K., Eckman, J., & Johnson, M. (1998). Psychosocial interventions for children and adolescents with sickle cell disease (SCD). Journal of Black Psychology, *24*, 432-454.

Gortmaker, S.L. et al. (1999). Reducing obesity via a school-based interdisciplinary intervention among youth: Planet Health. Archives of Pediatric Adolescent Medicine, *153*, 409-418.

Sallis, J.F., McKenzie, T.L., Alcaez, J.E., Kolody, B., Faucette, N., & Hovell, M.F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, *87*, 1328-1334.

REACTION PAPER #3

Oct. 9 – PACING BREAK; NO CLASS

Oct. 14 - Traumatic Brain Injury and Neuromuscular Disorders

(NOTE: This is a Tuesday)

Assignment: HPP, Ch. 9, 22

Clark, E., Russman, S., & Orme, S. (1999). Traumatic brain injury: Effects on school functioning and intervention strategies. School Psychology Review, *28*, 242-250.

Glang, A., Todis, B., Cooley, E., Wells, J. & Voss, J. (1997). Building social networks for children and adolescents with traumatic brain injury: A school-based intervention. Journal of Head Trauma Rehabilitation, *12*, 32-47.

Morgan, S.B., Bieberich, A.A., Walker, M., & Schwerdtfeger, H. (1998). Journal of Pediatric Psychology, *23*, 367-375.

Oct. 16 - Seizure Disorders

Assignment: Fadiman, Ch. 1-8

Camfield, P., & Camfield, C. (2003). Childhood epilepsy: What is the evidence for what we think and what we do? Journal of Child Neurology, *18*, 272-287.

Hiemenez, J. R., Hynd, G.W., & Jimenez, M. (1999). Seizure disorders. In R.T. Brown (Ed.), Cognitive aspects of chronic illness in children (pp. 238-261). New York: Guilford.

Oct. 23 - HIV/AIDS/Sexually Transmitted Diseases

Assignment: HPP, Ch. 21, 39; Fadiman, Ch. 9-14

Bachanas, P.J., Kullgren, K.A., Suzman Schwartz, K., Lanier, B., McDaniel, J.S., Smith, J., & Nesheim, S. (2001). Predictors of psychological adjustment in school-age children infected with HIV. Journal of Pediatric Psychology, *26*, 343-352.

Jemmott, J.B., Jemmott, L.S., & Fong, G.T. (1998). Abstinence and safer sex HIV risk-reduction interventions for African American adolescents. Journal of the American Medical Association, *279*, 1529-1536.

Wodrich, D.L., Swerdlik, M. E., Chenneville, T., & Landau, S. (1999). HIV/AIDS among children and adolescents: Implications for the changing role of school psychologists. School Psychology Review, *28*, 228-241.

REACTION PAPER #4

Oct. 30 - Sleep Disorders, Abdominal Pain, and Burns

Assignment: HPP, Ch. 12, 26-27, 34; Fadiman, Ch. 15-19

Janicke, D.M. & Finney, J.W. (1999). Empirically supported treatments in pediatric psychology: Recurrent abdominal pain. Journal of Pediatric Psychology, *24*, 115-127.

Nov. 6 - Cancer & Pain Management

Assignment: HPP, Ch. 7, 13, 20, 41

Armstrong, F.D., Blumberg, M.J., & Toledano, S.R. (1999). Neurobehavioral issues in childhood cancer. School Psychology Review, *28*, 194-203.

Eiser, C., Hill, J.J., & Vance, Y.H. (2000). Examining the psychological consequences of surviving childhood cancer: Systematic review as a research method in pediatric psychology. Journal of Pediatric Psychology, *25*, 449-460.

Powers, S.W. (1999). Empirically supported treatments in pediatric psychology: Procedure-related pain. Journal of Pediatric Psychology, *24*, 131-145.

Walco, G.A., Sterling, C.M., Conte, P.M., & Engel, R.G. (1999). Empirically supported treatments in pediatric psychology: Disease-related pain. Journal of Pediatric Psychology, *24*, 155-167.

Nov. 13 - Pharmacology & Treatment Adherence

Assignment: HPP, Ch. 8, 14

Phelps, L., Brown, R.T., & Power, T.J. (2002). Pediatric psychopharmacology: Combining medical and psychosocial interventions (Chapter 2: Monitoring medication effectiveness, pp. 23-46). New York: Guilford Press.

Handler, M.W., & DuPaul, G.J. (1999). Pharmacological issues and iatrogenic effects on learning. In R.T. Brown (Ed.), Cognitive aspects of chronic illness in children (pp. 355-385). New York: Guilford.

Rapoff, M.A. (1999). Ch. 1 (available on-line)

FIRST DRAFT OF FINAL PROJECT DUE

Nov. 20 – Family Factors, Parent Involvement, & School-based Health Centers

Assignment: HPP, Ch. 5, 10, 40

Brown, M.B., & Bolen, L.M. (2003). School-based health centers: Strategies for meeting the physical and mental health needs of children and families. Psychology in the Schools, 40, 279-287.

Chen, E., Matthews, K.A., & Boyce, W.T. (2002). Socioeconomic differences in children's health: How and why do these relationships change with age? Psychological Bulletin, 128, 295-329.

Clauss-Ehlers, C.C.C. (2003). Promoting ecologic health resilience for minority youth: Enhancing health care access through the school health center. Psychology in the Schools, 40, 265-278.

Madan-Swain, A., Frederick, L.D., & Wallander, J.L. (1999). Returning to school after a serious illness or injury. In R.T. Brown (Ed.), Cognitive aspects of chronic illness in children (pp. 312-332). New York: Guilford.

Meyers, A.B. & Swerdlik, M.E. (2003). School-based health centers: Opportunities and challenges for school psychologists. Psychology in the Schools, 40, 253-264.

REACTION PAPER #5

Dec. 4 – Presentation of Final Projects/Class Pizza Party

FINAL PROJECTS DUE TUESDAY, DEC. 4, 4:00 PM

CLASS FACILITATOR RESPONSIBILITIES

1. Meet with me at least 2 weeks prior to your class to plan class activities, assigned readings, and to discuss class responsibilities.
2. Provide 5 discussion questions on your assigned reading to class one week ahead of class session.
3. Class activities must include:
 - presentation of outside material pertinent to class topic
 - discussion of articles based on assigned questions
4. If possible, try to arrange for class visitor, field trip, videotape or other mode of presenting topic.
5. Meet with me after class to discuss what went well and what areas need to be improved.

Discussion Questions
Asthma/Cystic Fibrosis
9/11/03

1. What cognitive or learning deficits may be associated with asthma and allergies? What can psychologists do to address these deficits in school settings?
2. Medications used to treat asthma and allergies can sometimes lead to iatrogenic effects on cognitive functioning. First, what are some of the possible iatrogenic effects that have been found? Second, how can the severity of these side-effects be reduced? Finally, how do we balance the need to treat asthma/allergies with the need to reduce barriers to learning for these children?
3. What psychological treatments have been studied to reduce the physical symptoms of asthma? How effective are these treatments? Are there other treatments that have yet to be studied that you think might be effective in this area?
4. In your view, what are the greatest research needs in this area? Be prepared to explain/defend your research priorities.

FORMAT FOR JOURNAL ARTICLE CRITIQUES

1. Citation of article (APA style)

2. Background and purpose of study

Briefly summarize the literature cited by the authors that have led to the present investigation. State the purpose(s) and, if available, the hypotheses of the study.

3. Methodology

Provided brief details of methodology including:

- Description of subjects (N, selection criteria, etc.)
- Dependent measures
- Experimental conditions (if any)
- Procedures used in study
- Other relevant info re: how study was conducted & data analysis

4. Results

Briefly summarize the important findings of the study including how data were analyzed.

5. Discussion

Summarize how the authors interpreted their findings including any limitations that were noted. What contributions to the literature did the authors think they made?

6. Critique

Provide your analysis/reaction to the study including identification of its strengths and weaknesses as well as comments about writing style. Should the article have been published? Were analyses conducted appropriately? How would you have conducted the study differently and why? What value does the study have for future researchers as well as practitioners? What directions should future research efforts in this area take?

Pediatric/Health Psychology
Final Project Grading Form

Student Name _____

1. Organization of Paper 25 pts _____

2. Degree of innovation/unique contribution to field 25 pts. _____

3. Degree to which paper is tied to empirical literature 25 pts. _____

4. Quality of paper content 30 pts. _____

5. Quality of writing 25 pts. _____

6. APA style 20 pts. _____

TOTAL _____

Course Grades:

1. Reaction Papers 100 pts. _____

2. Class Leader/Discussant 100 pts. _____

3. Journal Article Critique 50 pts. _____

4. Final Project 150 pts. _____

TOTAL COURSE POINTS 400 pts. _____

FINAL GRADE _____