

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**Psychopathology and Introduction to School-Based Mental Health**  
**CIEP 413—001**  
**SUMMER 2017**

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Class Hours: MW 9:00-12:00  
Location: Corboy Law Center 303

Office Hours: Mondays 12:00-1:00 PM & By Appointment

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**PRIMARY PURPOSE AND GOALS OF COURSE.** The purpose of this course is to develop a working knowledge of childhood/adolescent psychopathology from multiple theoretical perspectives. In addition, the interactions of individual diversity, families, communities, schools and mental health providers will be discussed. Set within an ecological framework, emphasis will be placed on understanding the relationship between various diagnostic systems (e.g., DSM-V and IDEA 2004) and their impact on societal conceptualizations of mental health/illness.

This class has two primary goals. The first goal is to provide an introduction to school-based mental health, with a particular emphasis placed on the ethics of school mental health service provision, as well as the provision of a social justice framework for considering how popular culture defines “abnormal.” The second goal of this course is for students to obtain a working knowledge of child/adolescent psychopathology, both in terms of diagnosis (including obtaining a working knowledge of the DSM-V; IDEA, 2004) and in terms of prevention and intervention.

### **APA Competencies**

**Individual and Cultural Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy

**Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

### **COURSE EVALUATION IDEA OBJECTIVES**

The following course objectives are considered to be <b>important</b> objectives for the course:
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- **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- **Learning how to find, evaluate and use resources to explore a topic in depth**

The following course objective is considered to be an **essential** objective for the course:

- **Learning to *apply* course material (to improve thinking, problem solving, and decisions)**

You will be asked to evaluate the degree to which the objectives of the course were met by completing an online evaluation at the end of the semester. Please complete this evaluation as it provides valuable information about the course and informs changes in the future. You can find the link for student IDEA login to complete the course evaluation at the end of the term at: <http://luc.edu/idea/>.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

Our School of Education Conceptual Framework *Social Action through Education* is available at: <http://www.luc.edu/education/mission/>. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on critically examining the school-based mental health knowledge and application literature base from a social justice and context-specific lens. We focus on broadening our understanding of youth and family lives from a focus solely on diagnostic nomenclature to understanding the broader socio-cultural contexts by which children learn and live. We explore how school psychologists can serve as a key member of cross-disciplinary team that prioritizes the voices of families and the youth themselves in seeking culturally relevant and evidence-supported assessment and interventions within the wellness and mental health arenas.

## **DISPOSITIONS**

Dispositions are an essential component of becoming a school-based professional, such as a school psychologist. The School of Education dispositions of *professionalism*, *inquiry*, and *social justice* is evaluated with specific behaviors and professional skills that are contained in the School Psychology graduate program rubric, which is located for those in the PhD School Psychology program at:

[http://www.luc.edu/media/lucedu/education/pdfs/handbk\\_spsy-phd-2014.pdf](http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-phd-2014.pdf) and for those in the Ed.S. School Psychology program at:  
[http://www.luc.edu/media/lucedu/education/pdfs/handbk\\_spsy-eds.pdf/](http://www.luc.edu/media/lucedu/education/pdfs/handbk_spsy-eds.pdf/)

Dispositions for school psychology graduate students are assessed in each course using all items contained in the rubric. In this course, students should demonstrate an understanding of ethical practice as it relates to the provision of school-based mental

health diagnosis and practice. Students should also show competencies in the application of ethical principles to the solution of dilemmas related to school-based mental health issues. In addition, students should carefully review the literature and write all papers with adherence to ethical guidelines invoked in proper citation and credit of work.

## **LIVE TEXT**

Students in the school psychology program are required to enroll in Live Text for submission of course assignments tied to the required program portfolio and NASP and APA program accreditation requirements. The link for information and registration within Live Text is as follows:

<http://www.luc.edu/education/admission/tuition/course-management-fee/>

All students are required to submit the Scholarly Review of the Literature Paper to Sakai for a course grade. However, only EdS students will also submit the Scholarly Review of Literature to LiveText. PhD students should not submit anything to LiveText.

All students should first submit their papers to Sakai for grading and completion of the rubric by the instructor. Once the graded assignment is returned, EdS students should upload their graded paper (with instructor comments) to Live Text as part of the portfolio requirements. The instructor will then access Live Text and complete the Live Text rubric and corresponding portfolio assessment.

## **DIVERSITY STATEMENT**

Mental health service delivery from a social justice perspective is designed to address the needs of our most vulnerable students, inclusive of those with mental health concerns. Children who are underserved, particularly children of color, those who are in poverty and from families who are disenfranchised from the school system, are the least likely to receive appropriate mental health services. A major focus of the course will be on how as school psychologists, we can advocate for appropriate diagnostic and intervention services for those who require mental health supports. We also focus on meaningfully understanding sociocultural context in our determination of how best to support students and families. Our advocacy for appropriate mental health diagnostic, intervention and evaluation services is a component of our mission and commitment to social justice. Thus, psychopathology and school-based mental health is not something done “to” an individual or family. The importance of our shared growth and understanding of how the larger context might impact students who reside in a society where inequity exists is a significant thread, which undergirds the course.

## **SCHOOL OF EDUCATION POLICIES AND STATEMENTS**

The School of Education policies and statements related to Academic Honesty, Accessibility, the SOE Conceptual Framework, Ethics Line Reporting Hotline, Electronic Communication Policies and Guidelines are available at: <http://www.luc.edu/education/syllabus->

[addendum/](#). Please review these policies and statements as they apply to this course and all others within the School of Education.

### **CLASS READINGS REQUIRED**

Wilmshurst, L. (2015). *Child and adolescent psychopathology: A case book*. (3rd edition). Los Angeles: Sage. ISBN 978-1-4522-4232-3

Tobin, R. & House, A. (2016). *DSM-5 Diagnosis in the Schools*. New York, NY: Guilford Press. ISBN: 9781462523764

Required journal articles and related materials will be posted on Sakai

### **CLASS ASSIGNMENTS**

**Class Participation (25 points).** There are a number of planned in-class activities and discussions. In-class activities are designed to achieve various learning goals but implicit in all in-class activities is the idea that often the best way to learn new material is through active engagement. You cannot be actively engaged in classroom-based learning if you are not in class and/or are consistently late. In addition, it is also my expectation that you do not engage in checking e-mail, texting or other activities unrelated to class during class time. I am fine with you having your computers in class if you are following along on a presentation that is being covered in class. However, working on activities unrelated to class is not acceptable. As such, students:

- all students can miss 1 class session without penalty
- students who miss 2 sessions must write a summary of the readings and complete a written case conceptualization
- students who miss more than 2 sessions and/or who frequently miss parts of classes will receive “0” for their class participation grade and will therefore fail the course

**Mental Health Advocacy Plan (35 points).** For this assignment, each student will write a 2-3 page plan for how you can advocate for mental health services for marginalized students in the school setting. Your plan can focus on a specific mental health issue and/or specific population. Your plan must include the following:

- Evidence-based rationale for why you need to advocate for mental health services
  - Must also include a social justice rationale
- Description of constituent group(s) you would target for change (e.g., parents, teachers, administrators, students, community members, etc.) and why
- Description of at least 2 strategies you would use to advocate for mental health services in the school
  - Must explain research and/or policy basis for using these strategies
- Describe 1-2 self-care strategies you will use

This paper must be in APA 6<sup>th</sup> edition format, double-spaced. The must be submitted to the Assignments Folder in Sakai by **July 27<sup>th</sup> at 11:55 pm**.

**Scholarly Review of Literature (40 points).** For this assignment, students will write a scholarly review of a topic on child/adolescent psychopathology from a social justice perspective. The purpose of this paper is to ensure you understand how to take a social justice perspective on providing mental health services in the school. Students will also gain practice in writing a well-organized and salient summary of prior knowledge on a particular topic.

Topics should be cleared with the instructor prior to beginning your review. While the topic should be germane to the field of school-based mental health, this is considered broadly and topics that impact mental health and wellness are within the scope of the assignment (e.g., mental health application of being homeless, facing community violence, mental health considerations of bullying and victimization, etc.). To help select a topic, think about major social justice issues facing children and adolescents and how it relates to their mental health.

The paper should be in APA 6<sup>th</sup> edition format, double-spaced. For EdS students, the paper should include at least 20 scholarly resources and be no longer than 15 pages. For PhD students, the paper should include at least 30 scholarly resources and be between 15-20 pages. **This paper must be submitted to the Assignment Folder in Sakai by 11:59 pm on August 12<sup>th</sup>.**

Since this is a required portfolio assignment for the Ed.S. School Psychology students, once the instructor returns the graded assignment, EdS students should upload the graded assignment into Live Text and the instructor will complete a second rubric on Live Text.

**Course Evaluation.** Students will be evaluated on the following basis:

<b>Assignments</b>	<b>Points</b>
➤ Class Attendance and Participation	25
➤ Mental Health Advocacy Plan	35
➤ Scholarly Review of Literature Paper	40

**Grading:**

93-100	A	77-79	C+	60-62	D-
90-92	A-	73-76	C	<60	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	63-66	D		

**COURSE SCHEDULE**

<b>COURSE OUTLINE</b>			
Modules		Readings	Assignments and

			Due Dates
<b>Week 1</b>	<b>7-05-17</b>	<ul style="list-style-type: none"> <li>▪ Review Syllabus and Course Requirements</li> </ul>	Watch Lecture 1 Video
<b>Week 2</b> <b>Child Psychology: Ethics and Advocacy in Schools</b>	<b>7-10-17</b>	<ul style="list-style-type: none"> <li>▪ Wilmhurst Ch. 1 and Appendix B</li> <li>▪ Tobin &amp; House Part 1 (pp. 7-37) and Ch. 20</li> <li>▪ WHO Social Determinants of Health Report (2014)</li> <li>▪ Koocher (2008) Ethical challenges in mental health services to children</li> <li>▪ Splett et al. (2013). The critical role of school psychology in the school mental health movement.</li> </ul>	None
	<b>7-12-17</b>	<ul style="list-style-type: none"> <li>• Ethical Case Work</li> <li>• Advocacy Case Work</li> <li>▪ NASP Ethical Principles (Review)</li> <li>▪ APA Ethical Standards (Review)</li> </ul>	In-Class Ethical Case Activities
<b>Week 3</b> <b>Neurodevelopmental Disorders</b>	<b>7-17-17</b>	<ul style="list-style-type: none"> <li>• Wilmhurst Ch. 2</li> <li>• Tobin and House Ch. 5, 6, 7, and 12</li> <li>• Stichter, Riley-Tilman, &amp; Jimerson (2016)</li> <li>•</li> </ul>	None
	<b>7-19-17</b>	<ul style="list-style-type: none"> <li>• Norbury &amp; Sparks (2013)</li> <li>• Clinical Case Conceptualization</li> </ul>	In-Class Case Conceptualization Activities
<b>Week 4</b> <b>Disruptive Behavior Disorders and Trauma-Related Disorders</b>	<b>7-24-17</b>	<ul style="list-style-type: none"> <li>• Wilmhurst Ch. 3 and 7</li> <li>• Tobin and House Ch. 9 (section on Trauma &amp; stress-related disorders) &amp; 11</li> <li>• Chung et al. (2016)</li> </ul>	None
	<b>7-26-17</b>	<ul style="list-style-type: none"> <li>• Liang, Matheson, &amp; Douglas (2016)</li> <li>• Blitz, Anderson &amp; Saastamoinen (2016)</li> <li>• Clinical Case Conceptualization</li> <li>•</li> </ul>	In-Class Case Conceptualization Activities
<b>Week 5</b> <b>Anxiety, Mood Disorders, and Suicide</b>	<b>7-31-17</b>	<ul style="list-style-type: none"> <li>• Wilmhurst Ch. 4 and 5</li> <li>• Tobin &amp; House Ch. 8 and 9</li> <li>• Hoffman and Hinton (2014)</li> </ul>	In-Class Case Conceptualization Activities
	<b>8-02-17</b>	<b>APA Conference—No In-Person Meeting</b>	<p>Complete Counseling on Access to Lethal Means Course (2 hour course)</p> <p>Watch SAMSHA Webinar on Self-Injury and Suicide</p>

			Watch ICRC-S Webinar on Youth Suicide Prevention
<b>Week 6</b> <b>Eating and Substance Use Disorders</b>	<b>8-07-17</b>	<ul style="list-style-type: none"> <li>• Wilmshurst Ch. 6</li> <li>• Tobin &amp; House Ch. 13 (eating disorders only) and 14</li> <li>• Pike, Hoek, &amp; Dunne (2014)</li> <li>• Repress, Small, Francis, &amp; Cordova (2013)</li> </ul>	In-Class Case Conceptualization Activities
	<b>8-9-17</b>	<ul style="list-style-type: none"> <li>• <b>No In-person meeting</b></li> </ul>	<ul style="list-style-type: none"> <li>• Work on Scholarly Review of Literature</li> </ul>

Loyola University Chicago  
School of Education  
Syllabus Addendum

[IDEA Course Evaluation Link for Students](#)

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on *STUDENT IDEA LOGIN* on the left hand side of the page.

[Dispositions](#)

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

[LiveText](#)

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

[Syllabus Addendum Link: www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

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## References

- American Psychological Association. (2016). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- Blitz, L. V., Anderson, E. M., & Saastamoinen, M. (2016). Assessing perceptions of culture and trauma in an elementary school: informing a model for culturally responsive trauma-informed schools. *Urban Review: Issues and Ideas in Public Education, 48*(4), 520-542.
- Chung, Siegel, Garg, Conroy, Gross, Long, . . . Fierman. (2016). Screening for Social Determinants of Health Among Children and Families Living in Poverty: A Guide for Clinicians. *Current Problems in Pediatric and Adolescent Health Care, Current Problems in Pediatric and Adolescent Health Care*.
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- Respress, B. N., Small, E., Francis, S. A., & Cordova, D. (2013). The role of perceived peer prejudice and teacher discrimination on adolescent substance use: A social determinants approach. *Journal of Ethnic Substance Abuse*, 12(4), 279-299.  
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- Splett, J. W., Fowler, J., Weist, M. D., McDaniel, H., & Dvorsky, M. (2013). The critical role of school psychology in the school mental health movement. *Psychology in the Schools*, 50(3), 245-258. <https://doi.org/10.1002/pits.21677>
- Stichter, J. P., Riley-Tillman, C., & Jimerson, S. R. (2016). Assessing, understanding, and supporting students with autism at school: Contemporary science, practice, and policy. *School Psychology Quarterly*, 31, 443-449. <https://doi.org/10.1037/spq0000184>
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[http://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809\\_eng.pdf;jsessionid=68643EDB95BA100AE4931129023AEFC6?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809_eng.pdf;jsessionid=68643EDB95BA100AE4931129023AEFC6?sequence=1)