

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
**Psychopathology and Introduction to School-Based Mental Health**  
**CIEP 413—001**  
**SUMMER 2019**

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Instructor: Dr. John Frampton  
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Class Hours: MW 9:00-12:00  
Class Location: Corboy Law Center 423

Office Hours: 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

### **COURSE EVALUATION IDEA OBJECTIVES**

#### **Essential Objectives**

- ✓ Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- ✓ Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

- ✓ 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 in the PhD Student Handbook and EdS Student Handbook.

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 and should first submit their Final Exam to Sakai for grading. Once the graded assignment is returned, students should upload their graded Final Exam (with instructor comments) to Live Text as part of the portfolio requirements. You must pass the Final Exam in order to earn a score of Meets Standard in the portfolio. Dr. Newell will grade the Final Exam for the portfolio during the upcoming Fall semester.

## **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**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders*, 5<sup>th</sup> edition. Arlington, VA: American Psychiatric Association.

**[DO NOT PURCHASE THIS BOOK. IT IS AVAILABLE ELECTRONICALLY AND IN PRINT IN THE LOYOLA LIBRARY]**

Beauchaine, T. P. & Hinshaw, S. P. (Eds.) (2017). *Child and Adolescent Psychopathology*, 3<sup>rd</sup> Edition, Hoboken, NJ: Wiley & Sons, Inc.

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 (e.g., asking questions, offering thoughtful comments, etc.). 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:

- all students can miss 1 class session without penalty
- students who miss more than 1 sessions and/or who frequently miss parts of classes will receive “0” for their class participation grade and will therefore fail the course

**In-Class Weekly Reading Quizzes (25 points).** Each Monday, students will take a reading quiz. The purpose of the quiz is to ensure students are reading and understanding the required reading content. Each quiz will be a combination of multiple-choice and short-answer items. Quizzes will be completed during the first 10 minutes of class each Monday. Students cannot use notes or other support materials to complete the quiz. Each quiz will be worth 5 points for a total of 25 points.

**Final Exam (50 points).** Students will complete a take-home final exam. The final exam will include multiple-choice, short answer, as well as case conceptualization questions on the content that was covered in the course. The purpose of the exam is to assess your knowledge and understanding of child and adolescent psychopathology.

Instructions for submitting the final exam: TBD

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

Assignments	Points
➤ Class Attendance and Participation:	25
➤ Reading Quizzes (5 points per quiz):	25
➤ Final Exam:	50

### 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

Modules		Readings	Assignments and Due Dates
<b>Week 1</b>  <b>Review Syllabus and Course Requirements</b>  <b>Developmental Psychopathology and Diagnostic Systems (IDEA 2004 and DSM-V)</b>	5-20-19	<ul style="list-style-type: none"> <li>▪ Splett et al. (2013). The critical role of school psychology in the school mental health movement</li> <li>▪ Tobin &amp; House Part 1 (pp. 7-37) and Chp. 20</li> <li>▪ Beauchaine &amp; Hinshaw (2017) Chps. 1 &amp; 4</li> <li>▪ Liang, Matheson, &amp; Douglas (2016)</li> <li>▪ In-Class Case Conceptualization Activities</li> </ul> <p>For supplementary review:</p> <ul style="list-style-type: none"> <li>▪ WHO Social Determinants of Health Report (2014)</li> <li>▪ CDC Developmental Milestones</li> </ul>	Quiz #1
	5-22-19	<ul style="list-style-type: none"> <li>▪ Continue with Week 1 readings</li> </ul>	Watch Lecture 1 Video (No in-person meeting)  Watch the following video: <a href="#">A Parent Perspective on Mental Illness</a>
<b>Week 2</b>  <b>Neurodevelopmental Disorders: ADHD, Intellectual Disabilities, Developmental Delay, and Autism</b>	5-27-19	<ul style="list-style-type: none"> <li>• Beauchaine &amp; Hinshaw (2017) Chps. 13 &amp; 22</li> <li>• Tobin and House Ch. 5 and 12</li> <li>• Norbury &amp; Sparks (2013)</li> <li>• IDEA 2004 Criteria for Intellectual Disabilities and Autism</li> <li>• DSM-V Criteria (see DSM-V Section 2 Neurodevelopmental Disorders)</li> </ul>	Watch Lecture 2 Video (No in-person meeting)
	5-29-19	<ul style="list-style-type: none"> <li>▪ Complete Week 2 Readings</li> </ul>	Watch Lecture 3 Video (No in-person meeting)
<b>Week 3</b>  <b>Disruptive Behavior Disorders (ODD, CD, and ED)</b>	6-03-19	<ul style="list-style-type: none"> <li>• Beauchaine &amp; Hinshaw (2017) Chp. 14</li> <li>• Tobin and House Ch. 11</li> <li>• DSM-V Criteria (see DSM-V Section 2 Disruptive, Impulse Control, &amp; Conduct Disorders)</li> <li>• IDEA 2004 criteria for EBD</li> <li>• In-Class Case Conceptualization Activities</li> </ul>	Quiz #2 (on Week 1 material)  Quiz #3 (on Week 2 material)
	6-05-19	<ul style="list-style-type: none"> <li>▪ Continue with Week 3 Readings</li> </ul>	Watch Lecture 4 Video (No in-person meeting)

<b>Week 4</b>  <b>Anxiety and Mood Disorders</b>	<b>6-10-19</b>	<ul style="list-style-type: none"> <li>• Beauchaine &amp; Hinshaw (2017) Chps. 16 &amp; 18</li> <li>• Tobin &amp; House Ch. 8 and 9</li> <li>• Hoffman and Hinton (2014)</li> <li>• DSM-V Section 2 Depressive Disorders, Bipolar and Related Disorders &amp; Anxiety Disorders</li> <li>• In-Class Case Conceptualization Activities</li> </ul>	Quiz #4 (on Week 3 material)
	<b>6-12-19</b>	<ul style="list-style-type: none"> <li>• Continue with Week 4 Readings</li> </ul>	Watch Lecture 5 Video (No in-person meeting)
<b>Week 5</b>  <b>Trauma-Related Disorders</b>	<b>6-17-19</b>	<ul style="list-style-type: none"> <li>• Beauchaine &amp; Hinshaw (2017) Chp. 5 and 20</li> <li>• Tobin and House Ch. 9 (section on Trauma &amp; stress-related disorders)</li> <li>• DSM-V Criteria (see DSM-V Section 2 Trauma- and Stressor-Related Disorders)</li> <li>• In-Class Case Conceptualization Activities</li> </ul>	Quiz #5 (on Week 4 material)
	<b>6-19-19</b>	<ul style="list-style-type: none"> <li>▪ Continue with Week 5 Readings</li> </ul>	Watch Lecture 6 Video (No in-person meeting)
<b>Week 6</b>  <b>Self-Injury &amp; Suicide</b>  <b>LAST DAY OF CLASS</b>	<b>6-24-19</b>	<ul style="list-style-type: none"> <li>• Boccio (2015)</li> <li>• De Riggi, Moumne, Heath, &amp; Lewis (2017)</li> <li>• Langhinrichsen-Rohling, Friend, &amp; Powell (2009)</li> <li>• Goldston, Molock, Whitbeck, Murakami, Zayas, &amp; Nagayama Hall (2008)</li> </ul>	Complete <a href="#">ICRC-S Webinar on Youth Suicide Prevention</a>
	<b>6-26-19</b>	<b>Final Exam - Take Home</b>	

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*.

## References

- 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*.
- Hoffman, S. G. & Hinton, D. E. (2014). Cross-cultural aspects of anxiety disorders. *Current Psychiatry Rep., 16*(6), 450. <https://doi.org/10.1007/s11920-014-0450-3>
- Liang, J., Matheson, B. E., & Douglas, J. M. (2016) Mental health diagnostic considerations in racial/ethnic minority youth. *Journal of Child Family Studies, 25*(6), 1926-1940. <https://doi.org/10.1007/s10826-015-0351-z>
- Norbury, C. F. & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. *Developmental Psychology, 49*(1), 45-58. <https://doi.org/10.1037/a0027446>.
- 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>
- Tobin, R. & House, A. (2016). *DSM-5 diagnosis in the schools*. New York, NY: Guilford Press.
- World Health Organization & Calouste Gulbenkian Foundation. (2014). *Social determinants of mental health*. Geneva: World Health Organization. Available:



[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)