

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
Psychopathology and Introduction to School-Based Mental Health
CIEP 413—001
SUMMER 2021

Instructor: Dr. Natalie LaDuke
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Office Hours: By Appointment

Class Hours: MW 9:00-12:00*
Class Location: Online
* 6/2, 6/16, and 6/28 are synchronous

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.

SYLLABUS STATEMENT

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

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.

SMART EVALUATION

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

-The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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: <https://www.luc.edu/education/academics/syllabi/>. Please review these policies and statements as they apply to this course and all others within the School of Education.

CLASS READINGS REQUIRED

[DO NOT PURCHASE THE BOOKS. THEY ARE AVAILABLE ELECTRONICALLY AND IN PRINT IN THE LOYOLA LIBRARY]

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

[Beauchaine, T. P. & Hinshaw, S. P. \(Eds.\) \(2017\). *Child and Adolescent Psychopathology*, 3rd 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 readings, video lectures, and case examples in this class. These materials achieve various learning goals but implicit in the materials is the idea that often the best way to learn 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 actively participating in discussion. Students are expected to post on the respective Sakai Forum each week in the following manner:

- 1 unique and original post from the student (3 points)

- 2 posts responding to a classmate, each of which provide an ‘additive’ response (1 point each)
 - An additive response may connect the original post to a reading, previous lesson, a case in an externship, or provides additional insight

Weekly Quizzes (25 points). Each Monday (with the exception of Memorial Day), students will take a 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. Students are allowed to use notes or other materials assigned to complete the quiz. Each quiz will be worth 5 points for a total of 25 points.

Final Exam (50 points). Students will complete an on-line final exam. The final exam will include multiple-choice 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 and school-based mental health.

Instructions for submitting the final exam: TBD

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

Assignments	Points
➤ Class Participation:	25
➤ 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

*Dates highlighted in **yellow** are synchronous

Modules		Readings	Assignments and Due Dates
Week 1 Review Syllabus and Course Requirements Developmental Psychopathology and Diagnostic Systems (IDEA 2004 and DSM-V)	5-24-21 & 5-26-21	<ul style="list-style-type: none"> ▪ Splett et al. (2013). The critical role of school psychology in the school mental health movement ▪ Tobin & House Part 1 (pp. 7-37) and Chp. 20 ▪ Beauchaine & Hinshaw (2017) Chps. 1 & 4 ▪ Liang, Matheson, & Douglas (2016) ▪ Chung <p>For supplementary review:</p> <ul style="list-style-type: none"> ▪ WHO Social Determinants of Health Report (2014) ▪ CDC Developmental Milestones 	Watch Video: A Parent Perspective on Mental Illness View Video Lectures Discussion Posts due Thursday May 27, 10PM Quiz #1: Tuesday June 1, 9AM-9PM
Week 2 Neurodevelopmental Disorders: ADHD, Intellectual Disabilities, Developmental Delay, and Autism	5-31-21 <small>(Memorial Day)</small> & 6-2-21	<ul style="list-style-type: none"> • Beauchaine & Hinshaw (2017) Chps. 13 & 22 • Tobin and House Ch. 5 and 12 • Norbury & Sparks (2013) • IDEA 2004 Criteria for Intellectual Disabilities and Autism • DSM-V Criteria (see DSM-V Section 2 Neurodevelopmental Disorders) 	View Video Lectures Discussion Posts due Thursday June 3, 9PM Quiz #2: Monday June 7, 9AM-12PM
Week 3 Disruptive Behavior Disorders (ODD, CD, and ED)	6-7-21 & 6-9-21	<ul style="list-style-type: none"> • Beauchaine & Hinshaw (2017) Chp. 14 • Tobin and House Ch. 11 • DSM-V Criteria (see DSM-V Section 2 Disruptive, Impulse Control, & Conduct Disorders) • IDEA 2004 criteria for EBD 	View Video Lectures Discussion Posts due Thursday June 10, 9PM Quiz #3: Monday June 14, 9AM-12PM
Week 4 Anxiety and Mood Disorders	6-14-21 & 6-16-21	<ul style="list-style-type: none"> • Beauchaine & Hinshaw (2017) Chps. 16 & 18 • Tobin & House Ch. 8 and 9 • Hoffman and Hinton (2014) • DSM-V Section 2 Depressive Disorders, Bipolar and Related Disorders & Anxiety Disorders 	View Video Lectures Discussion Posts due Thursday June 17, 9PM Quiz #4: Monday June 21, 9AM-12PM
Week 5 Trauma-Related Disorders	6-21-21 & 6-24-21	<ul style="list-style-type: none"> • Beauchaine & Hinshaw (2017) Chp. 5 and 20 • Tobin and House Ch. 9 (section on Trauma & stress-related disorders) • DSM-V Criteria (see DSM-V Section 2 Trauma- and Stressor-Related Disorders) 	View Video Lectures Discussion Posts due Thursday June 24, 9PM

			Quiz #5: Monday June 28, 9AM-12PM
Week 6 Self-Injury & Suicide LAST WEEK OF CLASS	6-28-21 & 6-30-21	<ul style="list-style-type: none"> • Boccio (2015) • De Riggi, Mounne, Heath, & Lewis (2017) • Langhinrichsen-Rohling, Friend, & Powell (2009) • Goldston, Molock, Whitbeck, Murakami, Zayas, & Nagayama Hall (2008) 	View Video Lectures Complete ICRC-S Webinar on Youth Suicide Prevention No Quiz or Discussion Posts this week
	7-2-21	Final Exam Due by 11:59PM on July 2	

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

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- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

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

- <https://www.luc.edu/education/academics/syllabi/>

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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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School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

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;jsession

[id=68643EDB95BA100AE4931129023AEFC6?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/112828/9789241506809_eng.pdf;jsessionid=68643EDB95BA100AE4931129023AEFC6?sequence=1)