

PSYC-364: Child and Adolescent Clinical Psychology

AMHERST COLLEGE—SPRING 2023
 PROF. JULIA MCQUADE: JMCQUADE@AMHERST.EDU
 CLASS MEETING: WED 2:00– 4:45PM, ROOM: SCCE D303

Office Drop-in Hours

Just show up!

Prof. McQuade: D211

Tu: 3:00-4:00pm

Fri 1:00-2:00pm

or email for another time

Keys to Success

- * Read assigned articles carefully and highlight or take notes on aspects you want to discuss
- * Review articles right before class so you remember them for class discussion
- * Share your ideas and questions in class
- * Make space for others to share their ideas and questions in class
- * Come to office hours to say hi, chat, and ask questions.
- * Utilize the writing center for written assignments
- * Communicate if you are struggling
- * Eat cake, pet dogs, and go outside often

About this Course

This seminar course examines the development, maintenance, and treatment of psychopathology in children and adolescents. In this course we will set out to understand the true complexity of child and adolescent psychological disorders, paying special attention to how disorders change across development and the many factors that may interact to set the stage for their development. We will focus in depth on a select number of disorders that are particularly relevant to children and adolescents. We will review what we know (and don't know) about the etiology of these disorders, what they look like across development, and the contributing risk factors. We also will review current psycho-social treatments that have been shown to be effective in treating these disorders. We will use both empirical research articles and case examples to help us understand the complexity of child psychological conditions and what it may be like to live with or with someone who has a psychological disorder.

Prerequisite: Clinical/ Abnormal Psychology, PSYC-228



Course Goals (what you get out of it)

1. Recognize how biological, cognitive, social, familial, and environmental risk factors interact and affect the expression of child psychopathology
2. Increase familiarity with research methodology used to examine child psychopathology and treatment approaches
3. Become familiar with case conceptualization and how clinical presentation and research inform one another
4. Develop the ability to read, critique, and discuss clinical psychology research
5. Improve ability to effectively communicate ideas and integrate information both verbally and in writing

Assignment Overview (read carefully)

Assignments

*Before each class:

- ⇒ Read assigned readings
- ⇒ Write and submit thought questions

Assignment Due Dates:

- Clinical Case Report
⇒ Mon Oct 16, 11:59pm
- Literature Review Paper
⇒ Fri Nov 3, 11:59pm
- Research Methods Proposed
⇒ Fri Nov 16, 11:59pm
- Research Proposals
⇒ In class
⇒ Dec 6 & Dec 13
- Final Research Proposal
⇒ Sun, Dec 17, 11:59pm



Assigned Readings: It is expected that you will come to each class having carefully read the assigned readings for that day. Review articles (indicated by *) are included to serve as background for the other empirical research articles and case studies, and should be read first. You are expected to have access to the readings for class so that you can reference them.

Thought Questions: Each week you will be asked to propose three thought “questions” based on the assigned readings. The purpose of these thought questions is to give you an opportunity to critically engage with the material and to prepare you to discuss the articles in class. You have significant flexibility in the questions you ask; however, your question must demonstrate a critical and thoughtful analysis of the material. Please see the “Thought Questions Guidelines” on moodle for specific instructions. Questions should be submitted through moodle by 2pm on the day of class; you may skip questions once without penalty.

Participation: Given that this is a discussion-based course, all students are expected to participate multiple times during each class. To receive full credit for participation each class, you must attend, provide thoughtful and relevant comments, questions, or responses, actively listen to others, and remain engaged during small group activities.

Clinical Case Report Paper: The purpose of this assignment is to give you experience with the clinical side of this discipline. You will be asked to read the novel *A Curious Incident of the Dog in the Night-time* and to write a clinical case report on the main character, Christopher. In this assignment you will act as a clinical psychologist who is assessing Christopher and will report on his reason for referral, developmental history, family, diagnostic impressions, and your treatment recommendations. The structure of the report will be similar to those you have read in the clinical casebook for this course. See instructions on Moodle.

Research Proposal. The purpose of this assignment is to give you experience with the research side of this discipline. Ultimately you will be asked to develop and write a final research proposal paper. This assignment will be completed in stages. Each stage is designed to help you produce a well-reasoned final paper and to have opportunities for feedback and revision. Detailed instructions are on Moodle.

Literature Review Paper: First, you will be asked to write a 6-7 page literature review of empirical research on a topic related to this course.

Research Methods Proposal: Second, you will be asked to outline the methods for a new research study that extends directly from your literature review.

Research Presentation: Third, you will present your proposed research study to the class.

Final Research Proposal Paper: Fourth, you will write a 12-13 page final research proposal paper.

Course Materials

On Moodle:

- Article links
- Thought question guidelines
- Written paper instructions
- E-book versions of Wilmhurst and Haddon

Books (e-book available)

Wilmshurst, L. (2021). *Child and Adolescent Psychopathology: A Casebook*, 5th Edition. Sage: ISBN: 9781452242323

Haddon, M. (2003). *The Curious Incident of the Dog in the Night-time*. Doubleday: ISBN: 0-385-51210-4



Course Policies

Honor Code: I expect all students to uphold the expectations for academic honesty and integrity at Amherst College. In this course it means that all written work that you hand in is yours and that you do not plagiarize.

Artificial Intelligence Use: Student's intellectual development is a central goal of this course. As such, the use of GenAI tools (e.g., ChatGPT, Dall-E 2) for assignments or other course activities is strictly prohibited. Students are expected to complete all assignments without any assistance from Gen AI. The writing center is available for assistance with writing. If you are having difficulty generating ideas for assignments you are welcome to email or meet with me at any time.

Extensions: I understand that unexpected challenges can arise during a semester. If you need an extension on an assignment you should contact your class dean to discuss the challenges you are having and to identify the supports that could be put in place. I will offer extensions and accept late work with support from your dean.

Absences: Students can miss one class without a negative affect on their participation grade. If you have to miss additional classes due to illness or other circumstances you should email me before class; there is an out-of-class assignment you can complete.

The Personal Side of Clinical Psych

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. Although it can be tempting to share your own experiences in class, I strongly discourage you from making personal self-disclosures. This is not a confidential space and other students may not know how to respond in a sensitive manner. If you have thoughts or questions that stem from your own experiences you are welcome to share them in a more general way. Also, please remember that psychological processes are complex and that a person's individual experience may not necessarily reflect general trends.

Please also be aware that this course can be emotionally difficult for some students and will cover topics that can be triggering (e.g. abuse, trauma, suicide). Before taking this course, please reflect on your own mental health and whether you are prepared (and want) to engage in these topics. There are also resource links on moodle.

Diversity and Inclusion

It is my explicit goal to create an environment where each of you feel valued and are supported in your learning. I acknowledge that each of you comes into this course with your own identity, history, and personal experiences that will influence how you learn. I also acknowledge that the systems within academia inherently make some students feel less welcomed, empowered, and seen. I am committed to do all that I can as your professor to overcome these barriers.

In addition, I am constantly working to revise this course to make sure that multiple identities are represented and that we attend to the roles of culture, identity, and social structures in the manifestation of psychological disorders.

DATE	TOPIC	READINGS
Sept 6	Introduction to Research & Case Conceptualization	Atzaba-Poria et al., 2004 Casebook: Terry Hogan (pgs 1-35)
Sept 13	Anxiety Disorders	*Review: Creswell et al. 2020, READ pages 628-631 Waite et al., 2015 Hudson et al., 2011 Allen et al., 2008
Sept 20	Anxiety Disorder Treatment & Clinical Cases	*Review: Creswell et al. 2020, READ pages 631– end Vaclavik et al., 2017 Hagopian & Slifer, 1993 Casebook: Winnie Kent (pgs 181-192)
Sept 27	Depression	*Review: Beardslee & Gladstone, 2001 Strange et al. 2013 Morken et al., 2023 Griffith et al., 2019
Oct 4	Depression Treatment & Clinical Cases	*Review: Spirito et al., 2011 Spirito et al., 2015 Stegall & Nangle, 2005 Casebook: Shirley Young (193-206)
Oct 11	October Break No Class (Monday schedule observed)	
Oct 16	DUE Monday @ 11:59pm: Clinical Case Report	
Oct 18	Autism Spectrum Disorders (ASD)	*Review: Tseng et al., 2020 Masten et al., 2011 Book: The Curious Incident of the Dog in the Night-time (220 pages)
Oct 25	Attention-Deficit/Hyperactivity Disorder (ADHD)	*Review: Daley, 2006 Morgan et al., 2014 McQuade et al., 2021 Diener & Milich, 1997
Nov 1	ADHD Treatment & Clinical Cases	*Review: Chronis et al., 2006 Pelham et al., 2016 Fabiano & Pelham, 2003 Casebook: Scott Michaels (pg. 153-164)
Nov 3	DUE Friday @ 11:59pm: Literature Re- view Paper	

DATE	TOPIC	READINGS
Nov 8	Conduct Disorder & Oppositional Defiant Disorder (ODD)	*Review: Loeber et al., 2000. [only read first 5 pages!] *Review: Burke, et al., 2002. Pardini et al. 2008 Erath et al., 2009 Kimonis & Armstrong, 2012
Nov 15	Clinical Case In-class Assignment	Casebook: Ericka White (pg 341)
Nov 16	DUE Thursday @ 11:59pm: Summary of Research Methods	
Nov 22	THANKSGIVING BREAK	
Nov 29	Childhood Maltreatment	*Review: Mehta et al. 2023 Jaffee et al., 2007 Labella et al., 2020 Casebook: Jason Coleman (pg 325-340)
Dec 6	DUE in-class: Research Presentations	
Dec 13	DUE in class: Research Presentations	
Dec 17	Due Sunday @11:59pm : Final Research Proposal Paper	

Final Grade Weights

Based on the following weighted average:

Thought Questions	10%
Participation	15%
Clinical Case Paper	20%
Literature Review	20%
Research Methods Summary	5%
Research Proposal Presentation	10%
Final Research Proposal	20%
TOTAL	100%

Assigned Articles

Introduction:

- ◆ Atzaba-Poria, N., Pike, A., & Deater-Deckard, K. (2004). Do risk factors for problem behaviour act in a cumulative manner? An examination of ethnic minority and majority children through an ecological perspective. *Journal of Child Psychology and Psychiatry*, 45(4), 707-718. doi:10.1111/j.1469-7610.2004.00265.x

Anxiety:

- ◆ Creswell, C., Waite, P., & Hudson, J. (2020). Practitioner review: Anxiety disorders in children and young people—Assessment and treatment. *Journal of Child Psychology and Psychiatry*, 61(6), 628–643. <https://doi-org.amherst.idm.oclc.org/10.1111/jcpp.13186> (READ pages 628-631)
- ◆ Waite, Codd, & Creswell (2015). Interpretation of ambiguity: Differences between children and adolescents with and without an anxiety disorder. *Journal of Affective Disorders*, 188, 194-201.
- ◆ Hudson, J. L., Dodd, H. F., & Bovopoulos, N. (2011). Temperament, family environment and anxiety in preschool children. *Journal of Abnormal Child Psychology*, 39(7), 939-951. doi:10.1007/s10802-011-9502-x
- ◆ Allen, J. L., Rapee, R. M., & Sandberg, S. (2008). Severe life events and chronic adversities as antecedents to anxiety in children: A matched control study. *Journal of Abnormal Child Psychology*, 36(7), 1047-1056. doi:10.1007/s10802-008-9240-x

Anxiety Treatment:

- ◆ Creswell, C., Waite, P., & Hudson, J. (2020). Practitioner review: Anxiety disorders in children and young people—Assessment and treatment. *Journal of Child Psychology and Psychiatry*, 61(6), 628–643. <https://doi-org.amherst.idm.oclc.org/10.1111/jcpp.13186> (READ 631-643)
- ◆ Vaclavik, D., Buitron, V., Rey, Y., Marin, C. E., Silverman, W. K., & Pettit, J. W. (2017). Parental acculturation level moderates outcome in peer-involved and parent-involved CBT for anxiety disorders in Latino youth. *Journal of Latina/o Psychology*, 5(4), 261–274. <https://doi.org/10.1037/lat0000095>
- ◆ Hagopian, L. P., & Slifer, K. J. (1993). Treatment of separation anxiety disorder with graduated exposure and reinforcement targeting school attendance: A controlled case study. *Journal Of Anxiety Disorders*, 7(3), 271-280. doi:10.1016/0887-6185(93)90007-8

Depression:

- ◆ Beardslee, W.R. & Gladstone, T.R.G. (2001). Prevention of childhood depression: recent findings and future prospects. *Biological Psychiatry*, 49, 1101-1110.
- ◆ Strange, J. P., Alloy, L.B., Flynn, M., & Abramson, L.Y. (2013). Negative inferential style, emotional clarity, and life stress: Integrating vulnerabilities to depression in adolescence. *Journal of Clinical Child & Adolescent Psychology*, 42, 508-518.
- ◆ Morken, I. S., Viddal, K. R., von Soest, T., & Wichstrøm, L. (2023). Explaining the Female Preponderance in Adolescent Depression—A Four-Wave Cohort Study. *Research on child and adolescent psychopathology*, 51(6), 859–869. <https://doi.org/10.1007/s10802-023-01031-6>
- ◆ Griffith, J. M., Crawford, C. M., Oppenheimer, C. W., Young, J. F., & Hankin, B. L. (2019). Parenting and youth onset of depression across three years: Examining the influence of observed parenting on child and adolescent depressive outcomes. *Journal of Abnormal Child Psychology*, 47, 1969–1980.

Depression treatment:

- ◆ Spirito, A., Esposito-Smythers, C., Wolff, J., & Uhl, K. (2011). Cognitive-behavioral therapy for adolescent depression and suicidality. *Child and Adolescent Psychiatric Clinics of North America*, 20(2), 191-204. doi:10.1016/j.chc.2011.01.012
- ◆ Spirito, A., Wolff, J. C., Seaboyer, L. M., Hunt, J., Esposito-Smythers, C., Nugent, N., & ... Miller, I. (2015). Concurrent treatment for adolescent and parent depressed mood and suicidally: Feasibility, acceptability, and preliminary findings. *Journal Of Child And Adolescent Psychopharmacology*, 25(2), 131-139. doi:10.1089/cap.2013.0130
- ◆ Stegall, S. D., & Nangle, D. W. (2005). Successes and Failures in the Implementation of a Manualized Treatment for Childhood Depression in an Outpatient Setting. *Clinical Case Studies*, 4(3), 227-245. doi:10.1177/1534650103259718

Autism:

- ◆ Tseng, A., Bruno B., & Francis, S. (2020). Social Cognitive Interventions for Adolescents with Autism Spectrum Disorders: A Systematic Review. *Journal of Affective Disorders*, 274, 199-204.
- ◆ Masten, C. L., Colich, N.L., & Rudie, J.D. (2011) An fMRI investigation of responses to peer rejection in adolescents with autism spectrum disorders. *Developmental Cognitive Neuroscience* 1, 260-270

ADHD:

- ◆ Daley, D. D. (2006). Attention deficit hyperactivity disorder: A review of the essential facts. *Child: Care, Health and Development*, 32(2), 193-204. doi:10.1111/j.1365-2214.2006.00572.x
- ◆ Morgan, P. L., Hillemeier, M. M., Farkas, G., & Maczuga, S. (2014). Racial/ethnic disparities in ADHD diagnosis by kindergarten entry. *Journal of Child Psychology and Psychiatry*, 55(8), 905–913.
- ◆ McQuade, J. D., Breaux, R., Mordy, A. E., & Taubin, D. (2021). Childhood ADHD symptoms, parent emotion socialization, and adolescent peer problems: Indirect effects through emotion dysregulation. *Journal of youth and adolescence*, 50(12), 2519–2532. <https://doi.org/10.1007/s10964-021-01510-3>
- ◆ Diener, M. B., & Milich, R. (1997). Effects of positive feedback on the social interactions of boys with attention deficit hyperactivity disorder: A test of the self-protective hypothesis. *Journal of Clinical Child Psychology*, 26, 256-265.

ADHD treatment:

- ◆ Chronis, A. M., Jones, H. A., & Raggi, V. L. (2006). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. *Clinical Psychology Review*, 26(4), 486-502.
- ◆ Fabiano, G. A., & Pelham, W. r. (2003). Improving the effectiveness of behavioral classroom interventions for attention-deficit/hyperactivity disorder: A case study. *Journal of Emotional and Behavioral Disorders*, 11(2), 124-130. doi:10.1177/106342660301100206
- ◆ Pelham, W. J., Fabiano, G. A., Waxmonsky, J. G., Greiner, A. R., Gnagy, E. M., Pelham, W. I., & ... Murphy, S. A. (2016). Treatment sequencing for childhood ADHD: A multiple-randomization study of adaptive medication and behavioral interventions. *Journal Of Clinical Child And Adolescent Psychology*, 45, 396-415. doi:10.1080/15374416.2015.1105138

ODD/Conduct:

- ◆ Loeber, Burke, Lahey, Winters, & Zera (2000). Oppositional Defiant and Conduct Disorder: A review of the past 10 years, Part I. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39, 1468-1484.
- ◆ Burke, Loeber, & Birmaher (2002). Oppositional Defiant and Conduct Disorder: A review of the past 10 years, Part I. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39, 1275-1293.
- ◆ Pardini, D. A., Fite, P. J., & Burke, J. D. (2008). Bidirectional associations between parenting practices and conduct problems in boys from childhood to adolescence: The moderating effect of age and African-American ethnicity. *Journal of Abnormal Child Psychology*, 36, 647–662.
- ◆ Erath, S. A., El-Sheikh, M., & Cummings, E. M. (2009). Harsh parenting and child externalizing behavior: Skin conductance level reactivity as a moderator. *Child Development*, 80, 578-592. doi:10.1111/j.1467-8624.2009.01280.x
- ◆ Kimonis, E. R., & Armstrong, K. (2012). Adapting parent–child interaction therapy to treat severe conduct problems with callous-unemotional traits: A case study. *Clinical Case Studies*, 11(3), 234-252.

Childhood Maltreatment:

- ◆ Mehta, D., Kelly, A. B., Laurens, K. R., Haslam, D., Williams, K. E., Walsh, K., Baker, P. R. A., Carter, H. E., Khawaja, N. G., Zelenko, O., & Mathews, B. (2023). Child maltreatment and long-term physical and mental health outcomes: An exploration of biopsychosocial determinants and implications for prevention. *Child Psychiatry and Human Development*, 54 (2), 421–435. <https://doi-org.amherst.idm.oclc.org/10.1007/s10578-021-01258-8>
- ◆ Jaffee, S.R., Caspi, A., Moffitt, T.E., Polo-tomas, M., & Taylor, A. (2007). Individual, family, and neighborhood factors distinguish resilient from non-resilient maltreated children: a cumulative stressors model. *Child Abuse & Neglect*, 31, 231-253.
- ◆ Labella, M. H., Lind, T., Sellers, T., Roben, C. K. P., & Dozier, M. (2020). Emotion regulation among children in foster care versus birth parent care: Differential effects of an early home-visiting intervention. *Journal of Abnormal Child Psychology*, 48(8), 995–1006. <https://doi.org/10.1007/s10802-020-00653-4>