

California State University, Northridge (CSUN)
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling
School Psychology Program

Neuro-developmental, Emotional and Behavior Disorders (EPC 664)
Fall 2021

Instructor: Paul Vogel, M.S.

Class Meetings: Thursdays 7:00PM – 9:45PM

Office Hours: By appointment, virtual

Room: Online/Virtual

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Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, and candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

We value academic excellence in the acquisition of professional knowledge and skills. We commit ourselves to, and expect our candidates to:

- Acquire in-depth knowledge in subject matter;
- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards to develop and evaluate programs and guide practice;
- Use varied resources, including technology, to promote learning;
- Communicate effectively, both orally and in writing, in professional and community settings; and
- Engage in scholarship and research.

Course Description: This course is intended to provide a knowledge base of the etiology and characteristics of major neuro-developmental and mental health disorders in children and youth, as well as an understanding of current evidence-based interventions.

Students will review child and adolescent development and human learning and be introduced to health and developmental, language, cultural variables, socioeconomic status and other ecological factors in the development of common disorders of children and youth, including: *biological bases, family, school, peer, community and school influences*. Candidates will demonstrate understanding of the influence of multiple factors on student development, successful learning and achievement.

Both medical and educational classification systems using IDEIA will be reviewed for students with Cognitive Disabilities, Specific Learning Disabilities, Communication Disorders, Sensory and Physical Disabilities and Pervasive Developmental Disorders. A survey of the most common forms of developmental psychopathology will include familiarity with the current DSM-V diagnostic criteria as well as Special Education eligibility criteria.

Students will be exposed to the precursors/etiology, psychosocial characteristics, and evidence-based interventions with children including Internalizing Disorders (Anxiety, Depression), Externalizing and Behavior Disorders (Oppositional-Defiant and Conduct Disorders), Severe Emotional Disturbance (Psychoses, Bipolar Disorder) and the effects of substance abuse and family violence. Discussion of the disorders will include current information related to resiliency and evidenced-based interventions, both in individual case management and in school settings.

This course will address the following goals consistent with NASP and CCTC standards:

- 1. Interventions and Mental Health Services to Develop Social and Life Skills:** *School psychology candidates will have knowledge of biological, cultural, developmental and social influences on behavior and mental health, behavioral, and emotional impacts on learning and life skills and evidenced based strategies to promote social emotional functioning and mental health.* School psychology candidates will provide a variety of services to address effective life skills, coping, regulation using behavioral assessment and intervention, individual and group counseling, positive school wide behavioral supports and/or consultation. School psychology candidates will use data to design, implement, and evaluate progress and outcomes, as well as their own effectiveness. In addition, school psychology candidates will have skills to assess and address issues related to self-esteem and personal and social responsibility. (NASP Domain 4; CCTC SPPE 4).
- 2. Diversity in Development and Learning:** *School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender and linguistic factors in development and learning.* In addition, candidates will know about principles and research related to diversity factors for children, families and schools, including factors related to culture, contexts and individual enrolled differences and evidence-based strategies to engage services to address potential influences related to diversity. School psychology candidates will understand and be able to conduct appropriate, valid, and legal bilingual psychoeducational assessments. School psychology candidates will have an understanding and respect for diversity in development and learning and advocate for social justice in all aspects of service delivery. (NASP Domain 4; CCTC SPPE 4).

Student Learning Objectives:

1. To review typical child and adolescent development, including displaying knowledge of individual differences, such as human exceptionalities and developmental psychopathology
2. To understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychology for assessment and intervention. (CCTC SPPE 4.3)

3. To develop an understanding of the characteristics of biological, health and developmental factors, language, cultural, diversity, socio-economic status, family, ecological and social influences, and factors of resiliency which contribute to the occurrence of neurodevelopmental and mental health disorders in children and youth that impact learning and life skills
4. To develop an understanding of biological foundations of behavior, such as biological bases of development, neuropsychology, physiological psychology, and psychopharmacology
5. To develop an understanding about academic, behavioral, and serious personal difficulties and to have an understanding of behaviors and contexts that are precursors to the development of internalizing and externalizing disorders and dropping out of school.
6. To develop and understanding of eligibility criteria using IDEIA in the schools, as well as having an understanding of the DSM-V.
7. To develop an understanding of how school psychologists collaborate with parents, teachers, and other professionals in planning for service delivery for these children and youth to promote social emotional functioning and mental health.
8. To develop familiarity with current evidence-based interventions for these children and youth, and with appropriate behavioral, affective and adaptive and social goals for students of varying abilities and disorders.
9. To develop knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments
10. To develop an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning
11. To develop an understanding of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior
12. To develop an understanding of the developmental processes associated with internalizing disorders such as depression, anxiety, and risk of suicide
13. To develop an understanding of the developmental processes associated with externalizing disorders such as defiance, aggression, and potentially destructive behaviors

Required Course Readings:

Beauchaine, T & Hinshaw, S. *Child and Adolescent Psychopathology, (3rd Ed.)* Wiley & Sons, Inc., 2017.

Kring, A.M., Johnson, S.L. *Abnormal Psychology (14th Edition).* Wiley & Sons, Inc., 2018.

Recommended:

Reichenberg, L.W. *DSM-V Essentials*. Hoboken, N.J. Wiley & Sons Inc., 2013.

American Psychiatric Association. *Desk Reference to the Diagnostic Criteria from DSM-V (TM, 5th Ed.)*. Washington, D.C., American Psychiatric Association, 2013.

Course Assignments and Requirements:

1. **Class attendance is required:** Promptness to class is expected, and, in the event of an unexpected absence and/or emergency, students are expected to inform the instructor prior to the class. Missing *more than two classes* and/or being *more than 15 minutes late for class* will result in a required conference with the instructor and the possibility of a lowered grade. Late papers/assignments will be automatically given one full grade lower.
2. **Class Quizzes:** Students will receive three (3) scheduled quizzes throughout the semester based on lecture and required reading topics. Recommended reading topics will not be covered in quizzes.
3. **Readings:** Students are responsible for all material covered in the readings and in lectures. Students should be prepared when called on in class to comment on assigned readings.
4. **Exams:** This course will have **two exams:**
 - a. **Mid-term exam:** covering lectures and readings
 - b. **Final exam:** covering lectures and readings. Will also require students to analyze a case study in order to integrate information they have gained regarding both neuro-developmental disorders and child/adolescent psychopathology.
5. **Grades for EPC 664:** Final grades will be based on a point system to include:

Participation

Per class period (15 weeks)	2 points
	30 points total

Quizzes

Three (3) scheduled quizzes based on readings and lecture	15 points each
	45 points total

Exams

Midterm Exam	100 points
Final Exam	100 points
	200 points total

Total available course points	275 points total
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Final Course Grades: The +/- option will be used in grading:

A	=	95.0% - 100.0%	(261-275 points)
A-	=	90.0% - 94.9%	(247-260 points)
B+	=	86.0% - 89.9%	(236-246 points)

B	=	83.0% - 85.9%	(228-235 points)
B-	=	80.0% - 82.9%	(220-227 points)

Note: A grade below 80% will require re-taking the course.

EPC 664 Course Outline (Fall 2021)
Neuro-developmental, Emotional and Behavior Disorders

Date	Class Topics/Activities	Readings
9/2/2021 Week 1	Intro and syllabus review: Review of Typical Growth and Development; language, cultural variables, diversity, SES and risk and resiliency as factors in the development of disorders; will continue this discussion throughout the course	-Beauchaine & Hinshaw, Ch.1 -Kring, Johnson, pp Ch. 1-2
9/9/2021 Week 2	Intro to Developmental Psychopathology Overview of Genetics and Abnormal Development, Genetic/Physical Disabilities Genetics and Abnormal Development: Down, Fragile X, PKU, Turner, Noonan, Klinefelter, Prader-Willi, Williams Syndrome Sensory Loss, Hearing Impairment, Visual Impairment, Communication Disorders, Intro to Physical/Motor Disorders, Epilepsy, etc.	-Beauchaine & Hinshaw, Ch.2-3 -Kring, Johnson, pp Ch. 1-2, 13
9/16/2021 Week 3	The Bridge to Psychopathologies: What is a disability? Do School Psychologists diagnose? SPED eligibility vs. DSM-V; Developmental Psychopathology; Precursors to Psychopathology; Attachment, Temperament	-Beauchaine & Hinshaw, Ch.4 -Kring & Johnson, Ch 3
9/23/2021 Week 4	Infancy: Tourette's, Learning Disabilities, Autism/Asperger Syndrome (Previously Pervasive Developmental Disorders)	-Beauchaine & Hinshaw, Ch.22, 17 -Kring and Johnson, pp 413-428
9/30/2021 Week 5	Quiz 1 Asynchronous Lecture Continued Autism/Asperger Syndrome (Previously Pervasive Developmental Disorders)	-Beauchaine & Hinshaw, Ch.22, 17 -Kring and Johnson, pp 413-428
10/7/2021 Week 6	Infancy through preschool insecure attachment, temperament research, theories, assessment and intervention issues on Oppositional Defiance/ODD, Enuresis	-Beauchaine & Hinshaw, Ch.14 -Kring and Johnson, pp 51, 386-401, 411, 423-424
10/14/2021 Week 7	The Preschool Period and School Age Research, theories, assessment and intervention issues on: The emergence of attention deficit and comorbid disorders: ADHD	-Beauchaine & Hinshaw, Ch.13 -Kring and Johnson, pp 388-395, Ch.13
10/21/2021 Week 8	Intellectual Disability: Research, theories, assessment and intervention Quiz 2	-Beauchaine & Hinshaw, pp 318-325 -Kring and Johnson, 31, 387, 416-420
10/28/2021 Week 9	Research, theories, assessment, and intervention issues on: Internalizing Disorders I: Anxiety/Phobias Separation Anxiety, School Refusal	-Beauchaine & Hinshaw, Ch.16 -Kring and Johnson, Ch. 6
11/4/2021 Week 10	MID TERM EXAM ONLINE; Asynchronous Lecture Research, theories, assessment, and intervention issues on: Internalizing Disorders II: Anxiety/Phobias	-Beauchaine & Hinshaw, Ch.17 & 20 -Kring and Johnson, Ch. 7

	Social Anxiety, Selective Mutism, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder	
11/11/2021 Week 11	Veteran's Day-No Class	
11/18/2021 Week 12	<p>Continued Research, theories, assessment, and intervention issues on: Internalizing Disorders II: Anxiety/Phobias</p> <p>Research, theories, assessment, and intervention issues on: Internalizing Disorders III: Mood Disorders/Depression</p> <p>Research, theories, assessment, and intervention issues on: Externalizing Disorders II: Disorders II: Development of Aggression, Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Antisocial Behavior</p> <p>Oppositional Defiant Disorder, Conduct Disorder, Eating Disorders</p>	<p>-Beauchaine & Hinshaw, Ch.14 &24</p> <p>-Kring and Johnson, Ch. 5, 11, 13</p>
11/25/2021 Week 13	Thanksgiving Holiday-No Class	
12/2/2021 Week 14	<p>Continued research, theories, assessment, and intervention issues on: Externalizing Disorders II: Development of Aggression, Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Antisocial Behavior</p> <p>Mood Disorder, Suicide, Substance Abuse, Self-Harm</p> <p>Quiz 3</p>	<p>-Beauchaine & Hinshaw, Ch.14 & 15</p> <p>-Kring and Johnson, Ch. 13, 15</p>
12/9/2021 Week 15	<p>Research, theories, assessment, and intervention issues on: Severe Psychopathology/Psychosis: Schizophrenia, Psychopathologies of Adolescence</p> <p>Research, theories, assessment, and intervention issues on: Eating disorders (Anorexia, Bulimia), Substance Abuse, Cutting, Child Abuse/Maltreatment)</p>	<p>-Beauchaine & Hinshaw, Ch.21 & 23</p> <p>-Kring and Johnson, Ch. 9, 10, 11</p>
12/16/2021 Week 16	FINAL EXAM ONLINE	

***Please note** the course schedule may be adjustment; students will be informed in advance if this occurs.

EPC 664 Index for CCTC Standards

SPPE	Introduced
4.3	p. 2

*Pages on which CCTC Standards are introduced in yellow