

**Psychology 490-3: Pediatric Psychology: Fall, 2018**  
**Tuesdays and Thursdays from 12:30-1:45 pm**  
**Room D216 in the Science Building**

**Instructor:** Debbie Palmer, Ph.D.

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**Phone:** 715-346-3953

**Office hours:** Tuesdays 3-4 PM and Fridays 11 AM – 12 PM; other times by appointment

**Office location:** Room B303 in the Science Building

**Required Course Materials:** There will be no assigned textbook used in this course. I have provided materials via the D2L course site and websites. The following websites may also prove to be useful resources for you:

<http://www.apa.org/about/division/div54.aspx>

<http://datacenter.kidscount.org/>

<https://www.nichd.nih.gov/Pages/index.aspx>

<http://www.hhs.gov/ash/oah/>

<http://libraryguides.uwsp.edu/>

[www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://libraryguides.uwsp.edu/citation>

Additionally, the Handbook of Pediatric Psychology (Fifth edition, 2017), edited by Roberts and Steele may also be useful.

**Desire To Learn course website (D2L):** By visiting the D2L link on UWSP's website, you will find information about our specific course. I have provided downloadable files, materials, information about grades, etc. You may obtain technical assistance regarding how to utilize the D2L course website via the IT Service Desk. UWSP's IT Service Desk is located in Albertson Hall (Center for Learning Resources, aka the library) room 108 A. For hours, please visit the following:

<http://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx>; you may also use 715-346-4357.

**Class Preparation:** Come to class consistently and on time having read the assigned materials. Review the provided rubric for presentation standards so you will know what is expected. Similarly, read the rubric regarding how to provide feedback as an audience member. Also, read the provided rubric for preparing, submitting, and posing questions to the class. All of the aforementioned rubrics are available on D2L. I will be monitoring your pattern of accessing D2L this semester.

**Class Environment:** In a course such as this one, it is imperative that everyone participates and contributes. This requires that we all treat each other with respect. There will very likely be topics that we cover, which you consider controversial, and positions taken by others with which you do not agree. Learning how to appreciate perspectives different from your own – or improving that skill - may be one of the most critical skills you could gain from this course. Additionally, when you work with a partner or set of partners, it is important that you do not engage in social loafing or diffusion of responsibility. In other words, you are expected to contribute an amount of effort that is fair and as high quality as possible. I urge you to maintain communication with one another and include me in such correspondence or interactions as needed. Significant portions of your course grade hinge on you meeting the standards of appropriate class participation.

**Course Content, Structure:** As this is a seminar course, there will be a relatively small number of lectures provided by me on select topics. The bulk of the course will consist of student-led class presentations and collaborative discussions of information, all drawn from the field of Pediatric Psychology. You will have a partner (possibly two, if class enrollment dictates as such) for two presentations. Additionally, each set of students will ask questions of the class on two assigned dates, which pertain to the topics of the presentations on those days. You will submit these questions in writing at the beginning of the class periods.

**GEP, Major Requirements, Goals:** This course fulfills the **Capstone Experience in the Major** at the **Integration Level** for the GEP as well as our Psychology major. The learning outcome goals are as follows:

1. Complete a project that integrates knowledge, skills, and experiences related to those General Education Program outcomes appropriate to the discipline.
2. Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

Additionally, this course fulfills the **Communication in the Major** for the GEP as well as our Psychology major. The learning outcome goals are as follows:

1. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
2. Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

To meet these learning outcome goals, you will have work that requires you to do scientific writing according to APA guidelines. Additionally, you will give presentations in which you clearly communicate orally using appropriate resources about a set of topics from Pediatric Psychology. You will also refine your abilities to prepare for and participate within group discussions. Opportunities to collaborate in positive ways with others now will likely pay off later as doing so will probably be a common occurrence in your life after UWSP. In this document you will see specific details about each of these activities.

**Presentations:** On the first day of the course, you will draw the dates and topics randomly. You can choose your partner(s) for the presentations. If we have an odd number of students enrolled on the first day of the semester, then there may be one or two trios working together for the presentations. One meeting with me will be required at least twenty-four hours prior to the **first** presentation to ensure that you have all the required information and to clarify anything that is confusing from the assigned source(s). In addition, you will also formulate five questions to use when you present in order to help facilitate and spark collaborative discussion. You may include additional materials from credible (most likely scientifically based) sources that you believe might be helpful. Make it as fun and interactive as you want! I will assess your presentations on the bases of clarity and accuracy and organization, thoughtfulness of the questions created, students' ability to answer the questions, adherence to the instructions. A rubric for the evaluation standards for the presentations is available to you on D2L. I will be collecting written feedback from classmates regarding their evaluations of the first set of presentations (with identifying names) and providing the feedback (anonymously) to you. This written feedback will follow a set of guidelines stated in the provided rubric on D2L (must take a constructive and professional tone, be respectful, contain a specific number of detailed positive comments and a certain number of comments regarding where room for improvement can occur). I will use the written feedback from the class – along with my own impressions – in assigning grades on the first set of presentations. I expect you to be responsive to the feedback from the first presentation, so you deliver an even better second presentation. You will submit all presentation materials to D2L by the time of the class meetings at which you give the presentations. Finally, you will be required to evaluate both yourself and your partner(s) for each presentation. A rubric is also available on D2L for this set of evaluations.

**Questions:** On the first day of the course, when you partner up for your two presentations and draw those dates and topics, you will also be drawing those two dates for which you will be preparing, submitting, and asking questions of the class. You will twice submit the three questions about the assigned materials in writing at the beginning of the classes you are assigned. You will ask the entire class – not just the presenting students – the questions during the discussions on those assigned dates. The class schedule on days in which students are presenting will be such that the presentation will begin – hopefully – no later than 12:40 PM and end at approximately 1:10-1:15 PM. Then there will be a short break of about five minutes. At about 1:20 PM we will start the discussion portion of the class. The presentation materials (e.g., PowerPoint slides) will remain up during the discussion. It is expected during the discussion that questions are posed by those who have been assigned a particular date, but the entire class is expected to read and consider the topics being considered. I expect more than just those individuals who presented and those individuals who prepared questions to speak during the discussions. I realize it is possible that some questions you prepare will match what the

presenters create and ask, but it is not likely there will be significant duplication. Please consult the rubric for preparing, submitting, and asking questions on D2L since it provides information on what to expect in the evaluation of your work.

**Review Paper:** You will compose a literature review paper in APA style, focusing on an approved topic from Pediatric Psychology using scientific sources. We will revisit APA format as well as what is included in a review paper. As part of the review paper, you will state where a “gap” exists in the current Pediatric Psychology literature and a recommendation or set of recommendations on how to fill it. In other words, your task is to identify the needed additional empirical work. Rubrics for each component of the review paper are available to you via the D2L site. I have set aside class time early on in the semester where we will work together to identify appropriate topics for the review paper. Additionally, I provided times this semester in order to offer assistance during class meetings. Attendance on those days is optional.

By class time on **9/27**, you will submit a proposal containing the specific topic of interest, along with whether you will work individually or as part of a group (three students maximum). Submit only one proposal file to D2L if you are going to work with anyone else. I will provide feedback via the D2L dropbox folder site. Once a topic receives my approval, you will submit an outline and tentative list of sources by class time on **10/18**. Submit only one outline and tentative list of sources file to D2L if you are going to work with anyone else. I will provide feedback on the outline and tentative list of sources via the D2L dropbox folder site. Next, you will submit a rough draft of the paper by class time on **11/15**. Submit only one rough draft file to D2L if you are working with anyone else. I will provide feedback on the rough draft of the paper via the D2L dropbox folder site and am available to do so in class on **11/20**. You will submit a final draft of the paper by class time on **12/13**. Submit only one final draft file to D2L if you are working with anyone else. In assessing the final paper, I will be looking for a well-structured flow of current information on your topic where the cited sources are clearly connected and explained. The statements regarding what “gap” currently exists in the literature should be logical. You should clearly describe and develop the proposed future directions.

**Disability Accommodation:** UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6<sup>th</sup> floor of Albertson Hall (Learning Resource Center, aka the library) and me as soon as possible. DATC can be reached at 715-346-3365 and [DATC@uwsp.edu](mailto:DATC@uwsp.edu).

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, there is a set of expectations for both students and professors (see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *You must be familiar with and abide by these expectations.*

**Academic Honesty:** Any academic misconduct is in violation of UWSP’s policies and is extremely serious. You can find Information about potential disciplinary actions and procedural guidelines pertaining to academic misconduct in Chapter 14, entitled “Student Academic Standards and Disciplinary Procedures” posted online at <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

**Course Withdrawal:** If you choose to withdrawal from class, you should do so in a timely manner in accordance with published deadlines. Not doing so could result in a failing grade or the loss of reimbursable tuition fees. You can find important deadlines at the following link: <http://www.uwsp.edu/regrec/Pages/calendars.aspx>

**Emergency Procedures:** UWSP has an emergency management plan; you may find details about this plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt).

- In the event of a medical emergency during class, call 911 or use the red emergency phone located in the hallway. If you are trained and willing to offer assistance, please do so. Guide emergency responders to victim.
- In the event of a tornado warning during class, proceed to the lowest level interior room without window exposure in the basement of this building.
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at the front of the Health Enhancement Center (HEC). You must notify the emergency command personnel and me of any missing individuals.

- In the event of an active shooter during class– if you can run from the classroom, do so. Try to hide, lock the door, turn off the lights, spread out and remain quiet if trapped. The recommendation is to fight back if you cannot run away or hide. Follow instructions of emergency responders.

**Notice of Disclosure Responsibility:** Per the legal guidelines of Wisconsin, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University Instructor, that person is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Technical Problems:** Please note that technical glitches will occur. These glitches are not usually a valid excuse for missing deadlines. If you experience problems with your own technology, your internet provider, etc. it is your responsibility to make use of all the resources available to you as a current UWSP student in a timely manner. You must still attempt to complete your work. Note that contacting me to say you are having technical issues is not a sufficient effort. You are expected make use of the multiple student computer labs with generous operating hours that are available for your use, where trained staff members can provide you with technical assistance. The IT Service Desk staff members are also available, too, at room 108 A of Albertson Hall (Learning Resource Center, aka the library). Because computers fail, flash drives can disappear, etc. you need to get in to the good habit – if you are not yet doing so – of making backups.

**Grading:** Your course grade is determined by performance on the presentations, the review paper, and class participation.

<b>Presentations</b>		<b>30%</b>
Quality (e.g., clarity, pacing, answering relevant questions, report on workload distribution, etc.)	15% <i>each</i>	
<b>Review Paper</b>		<b>45%</b>
Topic selection	5%	
Outline and listing of tentative sources	10%	
Rough Draft	15%	
Final Draft	15%	
<b>Class Participation</b>		<b>25%</b>
Attendance	5%	
Being engaged, not distracted or being distracting	10%	
<u>Preparing, submitting, asking the class questions</u>	<u>5% <i>each</i></u>	
<b>Total</b>		<b>100%</b>

<b>UWSP Grading Scale:</b>	<b>Percentage</b>
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	≤ 59%

*This is a tentative course schedule. I will announce any changes in class, D2L.*

	Dates	Topics	Readings	Assignments
1	9/4	Introductions, review of course format, choosing presentation partners & drawing of presentation dates and topics, question dates		
	9/6	Introduction to the fundamentals of Pediatric Psychology lecture	"Overview of the Field of Pediatric Psychology" chapter from Roberts, Aylward, & Wu (2014)	
2	9/11	Reviews of presentations, APA writing		
	9/13	Finishing up the reviews lecture and identifying appropriate review paper topics, creating partnerships/ groups (if desired)		This would be a good day to bring any personal mobile devices to use for conducting preliminary literature searches
3	9/18	APA formatting boot camp		
	9/20	How healthy are U.S. infants, children, and adolescents currently?	The Annie E. Casey Foundation's "2018 Kids Count Data Book" (read the Trends, Health sections and the Appendices). The U.S. Department of Health and Human Services' Healthy People website <a href="http://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health">http://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health</a>	
4	9/25	How children and adolescents think about chronic diseases; How that compares to adults	<a href="http://www.med.umich.edu/yourchild/topics/chronic.htm">http://www.med.umich.edu/yourchild/topics/chronic.htm</a>	
	9/27	Vaccinations: The scientific recommendations	The Centers for Disease Control and prevention's "Learn about vaccines with interactive guide" (2018) <a href="https://www.cdc.gov/features/interactive-vaccines-guide/index.html">https://www.cdc.gov/features/interactive-vaccines-guide/index.html</a>	Topic of paper, identification of any partner(s) to be submitted

				to D2L by class time
5	10/2	Vaccinations: Current matters pertaining to the science and controversy	"Lowering the Age of Consent: Pushing Back Against the Anti-Vaccination Movement" by Whelan (2016)	
	10/4	An introduction to family matters	"Family Relationships and Physical Health: Biological Processes and Mechanisms" chapter by Tobin, Slatcher, & Robles (2013) and "Short-Term Resilience Processes in the Family" article by Bai and Repetti (2015)	
6	10/9	Family matters: Non-parental figures	"Creating a Tenuous Balance: Siblings' Experience of a Brother's or Sister's Childhood Cancer Diagnosis" article by Long, Marsland, Wright, & Hinds (2015) and: <a href="http://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/Siblings-of-Children-with-Chronic-Illnesses.aspx">http://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/Siblings-of-Children-with-Chronic-Illnesses.aspx</a>	
	10/11	Whose disease is it: Parents & adolescents	"Adolescents' Need for Health Care Privacy" article by Britto, Tivorsak, & Slap (2010) and "Confidentiality with Adolescents in the Medical Setting: What Do Parents Think?" article by Duncan, Vandeleur, Derks, & Sawyer (2011)	
7	10/16	Adherence to disease treatment regimens: Infants and children	"Pediatric Self-Management: A Framework for Research, Practice, and Policy" article by Modi, Pai, Hommel, Hood, Cortina, Hilliard, Guilfoyle, Gray, & Drotar (2012)	
	10/18	Adherence to disease treatment regimens: Adolescents	"Developmental Processes Associated with Longitudinal Declines in Parental Responsibility and Adherence to Type 1 Diabetes Management Across Adolescence" article by Wiebe, Chow, Palmer, Butner, Butler, Osborn, & Berg (2014) and the article "Condition Self-Management in Pediatric Spina Bifida: A Longitudinal Investigation of Medical Adherence, Responsibility-Sharing and Independence Skills" by Psihogios, Kolbuck, & Holmbeck (2015)	Outline, listing of tentative sources for paper to be submitted to D2L by class time
8	10/23	Feedback Day: Dr. P. will be available in the classroom to meet and explain the feedback on the outline, help with the rough draft preparation. <b>Attendance is optional.</b>		

	10/25	Social support and disease management: Childhood and adolescence	“Peer Relationships and Health: From Childhood Through Adulthood” chapter by Bryan, Puckett, & Newman (2013) pp. 167-178	
9	10/30	Social support and disease management: Contributions of romantic partners in adolescence compared to friends	“Friendship and Romantic Relationships Among Emerging Adults With and Without Type 1 Diabetes” article by Helgeson, Mascatelli, Reynolds, Becker, Escobar, & Siminerio (2014)	
	11/1	The perspectives of healthcare providers	“Physician Behavior in the Care of Pediatric Chronic Illness: Association with Health Outcomes and Treatment Adherence” by Drotar (2009) and “Psychologists and Pediatricians. Opportunities for Collaboration in Primary Care” article by Stancin & Perrin (2014)	
10	11/6	Work Day: <b>Class will not meet.</b>		
	11/8	What to expect at a regular checkup: Infants and children	<a href="http://www.healthychildren.org/English/family-life/health-management/pages/Well-Child-Care-A-Check-Up-for-Success.aspx">http://www.healthychildren.org/English/family-life/health-management/pages/Well-Child-Care-A-Check-Up-for-Success.aspx</a> and <a href="http://healthfinder.gov/HealthTopics/Category/doctor-visits/regular-check-ups">http://healthfinder.gov/HealthTopics/Category/doctor-visits/regular-check-ups</a>	
11	11/13	What to expect for adolescent health care	<a href="http://kidshealth.org/en/parents/medical-care-13-18.html">http://kidshealth.org/en/parents/medical-care-13-18.html</a> and <a href="https://www.familycareinc.org/explore/keep-your-teen-healthy-schedule-an-adolescent-well-care-visit">https://www.familycareinc.org/explore/keep-your-teen-healthy-schedule-an-adolescent-well-care-visit</a> and <a href="http://health.usnews.com/health-news/patient-advice/articles/2014/05/15/has-your-child-outgrown-the-pediatrician">http://health.usnews.com/health-news/patient-advice/articles/2014/05/15/has-your-child-outgrown-the-pediatrician</a>	
	11/15	Providing care of children and adolescents within the school environment	“Schools and Reintegration into Schools” by DuPaul, Power, & Shapiro (2017)	Rough draft of paper to be submitted to D2L by class time
12	11/20	Feedback Day: Dr. P. will be available in the classroom to meet and explain the feedback on the rough draft of the paper, help you prepare for the final draft. <b>Attendance is optional.</b>		

	11/22	Thanksgiving break-enjoy!		
13	11/27	Specialty camps for pediatric patients	“Evaluation of Child and Parent Outcomes After a Pediatric Cardiac Camp Experience” article by Bultas, Budhathoki, & Balakas (2013) and “Relationship between Camp Attendance and Self-Perceptions in Children With Chronic Health Conditions: A Meta-Analysis” article by Odar, Canter, & Roberts (2013)	
	11/29	Potential impacts of animals on pediatrics patients	“The Role and Impact of Animals on Pediatric Patients” article by Tielsch Goddard & Gilmer (2015)	
14	12/4	Potential benefits of art therapy for pediatric patients	“The Arts in Pediatric Healthcare Settings” chapter by Rollins (2016) and “Creating Mandalas for the Management of Acute Pain Symptoms in Pediatric Patients” article by Stinley, Norris, & Hinds (2015)	
	12/6	Potential benefits of music therapy for pediatric patients	“Medical Music Therapy for Children” chapter by Loewry (2015)	
15	12/11	Work day. Dr. P. will be in the classroom to discuss any questions you have about the final draft. Attendance is <b>optional</b> .		
	12/13	Child Life Specialists	<a href="https://www.marshfieldclinic.org/locations/childrens-hospital/child-life/services">https://www.marshfieldclinic.org/locations/childrens-hospital/child-life/services</a> and <a href="https://www.childlife.org/">https://www.childlife.org/</a>	Final draft due to be submitted to D2L by class time
Finals Week	Wednesday, 12/19: 10:15 am -12:15 pm	Course wrap-up. Attendance is <b>mandatory</b> per the UWSP policy regarding final exam periods	You will complete the course and instructor evaluations, take part in a reflections session. If necessary, makeup presentation(s) will occur.	