

Pediatric Psychology Syllabus
Psych 490-1: Fall, 2016
Mondays & Wednesdays from 9:35 – 10:50 am
Room D223 in the Science Building

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Office hours: Mondays 3-4 pm; Wednesdays 11 am - noon; 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. Materials will be provided to you via the D2L course site and/or will be accessible via publically available websites that are listed in the tentative course schedule found later in this syllabus. The following websites may 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://owl.english.purdue.edu/owl/resource/560/01/>

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

Additionally, the Handbook of Pediatric Psychology (4TH Edition, 2009), 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. You will be provided downloadable files, materials, information about grades, etc. Assistance regarding how to utilize the D2L course website may be found via the IT Help Desk. UWSP's IT Help Desk is located in the basement of the Library room 027. For hours, please visit the following:

<http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>, or use the telephone extension 4357 on campus

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 appropriate 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.

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 are considered to be controversial, and positions taken by others with which you do not agree. Learning how to better appreciate perspectives different from your own 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 very few lectures provided by me on select topics. The bulk of the course will consist of student-led class presentations/collaborative discussions of information, all drawn from the field of Pediatric Psychology. You will be paired with a partner for two presentations. Additionally, each pair of

students will be assigned two dates for which to prepare a set of questions pertaining to the topics of presentations to be posed to the class and submitted in writing.

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 that require you to clearly communicate orally and through appropriate resources about a set of topics from Pediatric Psychology. You will also refine your abilities to prepare for and participate in 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. Below you will see specific details about each of these activities.

Presentations: On the first day of the course, you will partner up with another student in this class for your two 30 minutes long presentations, and you will choose dates and topics. You can choose your partner for the presentations, but the dates and topics will be drawn from a hat. One meeting with me will be required at least 24 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 5 questions to use when you present in order to help facilitate and spark collaborative discussion. Additional materials from credible (most likely scientifically based) sources that you believe might be helpful to include are also welcomed. Make it as fun and interactive as you want! Presentations will be assessed 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. Note that if there are consistent comments made from both myself and your classmates regarding where room for improvement could occur in your first presentation, then it will be expected your second presentation demonstrates you listened to and used the feedback. All presentation materials must be submitted to me by the time of the class meeting at which the presentations will be delivered.

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 partnering up and drawing those dates for which you will be preparing, submitting, and asking questions of the class. On those two dates at the beginning of both classes you will be expected to submit 3 questions about the assigned materials in writing. The questions will be posed by you to the entire class – not just the presenting students - 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 9:40 am and end at approximately 10:10 -10:15 am. Then there will be a short break of about 5 minutes. At about 10:20 we will start the discussion portion of the class.

The presentation materials (e.g., PowerPoint slides) will remain up in case referral to specific slides during the discussion is needed. 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. So, I am looking for more than just two individuals who presented and those two 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-style paper in APA style, focusing on a topic from Pediatric Psychology using scientific sources. We will revisit APA format as well as what is included in a review paper at the beginning of the course. 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, what additional empirical work needs to be conducted – based on your research? Rubrics for each component of the review paper are available to you via the D2L site. I have set aside two class periods early on in the semester where we will work to identify appropriate topics for the review paper. Attendance is expected at those class meetings. Additionally, a work day has been provided during class time before both the rough draft and before the final draft are due. Attendance on those days is optional.

By class time on **9/28**, you will submit a proposal containing the specific topic of interest, along with whether you will work individually or as part of a group (3 students maximum). If you are going to work with anyone else, only one proposal should be submitted. Feedback will be provided 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 **10/19**. If you are going to work with anyone else, only one outline and tentative list of sources should be submitted. Feedback on the outline and tentative list of sources will be provided by me via the D2L dropbox folder site. Next, you will submit a rough draft of the paper by class time on **11/21**. If you are going to work with anyone else, only one rough draft should be submitted. Feedback on the rough draft of the paper will be provided by me via the D2L dropbox folder site. You will submit a final draft of the paper by class time on **12/14**. If you are going to work with anyone else, only one final draft should be submitted. 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 and the proposed future directions need to be clearly described and developed.

Disability Accommodation: Any student who has a disability and is in need of accommodations: please contact me and the Disability and Assistive Technology Center as soon as possible. The main office for the Disability and Assistive Technology Center is 609 in the Learning Resource Center (LRC) and the staff may be contacted at 715-346-3365.

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

Academic Honesty: Any academic misconduct is in violation of UWSP’s policies and is extremely serious. Information about potential disciplinary actions and procedural guidelines pertaining to academic misconduct may be found in Chapter 14, which is entitled “Student Academic Standards And Disciplinary Procedures” and is posted online at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.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. Important deadlines may be found at the following link: <http://www.uwsp.edu/regrec/Pages/calendars.aspx>

Emergency Procedures: UWSP has an emergency management plan; details about this plan can be found at 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. Offer assistance if you are trained and willing to 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). Notify me or the emergency command personnel of any missing individuals.
- In the event of an active shooter during class– if you can run from the classroom, do so. If you are trapped, try to hide, lock the door, turn off the lights, spread out and remain quiet. The recommendation is to fight back if you cannot run away or hide. Follow instructions of emergency responders.

Notice of Disclosure Responsibility: Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a University instructor, he or she 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 such things are an unpleasant fact of life, but 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 to still attempt to complete your work. Note that contacting me to say you are having technical issues is not a sufficient effort. Remember that throughout campus there are multiple student computer labs with generous operating hours that are available for your use, and also where trained staff members can provide you with technical assistance. The IT Help Desk staff members are also available, too. Because computers fail, flash drives can disappear, and files get corrupted, etc., get in to the good habit – if you are not yet doing so – of making backups.

Grading: Grades will be based on your performance on the presentations, the review paper, and class participation.

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

UWSP Grading Scale:	Percentage
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. Any changes will be announced in class & on D2L.

	Dates	Topics	Readings	Assignments
1	9/7	Introductions, review of course format, choosing presentation partners & drawing of presentation dates and topics, question dates		
2	9/12	How to present, lead a discussion, be an engaged audience member lecture; Review of APA format, writing review papers lecture		
	9/14	Finishing up the review lecture. 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	9/19	Solidifying review paper topics		This would be a good day to bring any personal mobile devices to use for conducting preliminary literature searches
	9/21	Introduction to the fundamentals of Pediatric Psychology lecture	"Overview of the Field of Pediatric Psychology" chapter from Roberts, Aylward, & Wu (2014) and "Common Presenting Concerns and Settings for Pediatric Psychology Practice" chapter from Lassen, Wu, & Roberts (2014)	
4	9/26	How children and adolescents think about chronic diseases; How that compares to adults	http://www.med.umich.edu/yourchild/topics/chronic.htm	
	9/28	How healthy are U.S. infants, children, and adolescents currently? (Part 1)	The Annie E. Casey Foundation's "2016 Kids Count Data Book" read the Trends, Health sections and the Appendices	Topic of paper, identification of any partner(s) to be submitted to D2L by class time

5	10/3	How healthy are U.S. infants, children and adolescents currently? (Part 2)	The U.S. Department of Health and Human Services' "Improving the Health of Adolescents & Young Adults: A Guide for States and Communities, Healthy People 2010" Chapter 2: "Health Status of Adolescents and Young Adults"(2010) and the updated info found at the following website: http://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health	
	10/5	Vaccinations: The scientific recommendations	The Centers for Disease Control's "Parent's Guide to Childhood Immunizations" (from August, 2015)	
6	10/10	Vaccinations: Current matters pertaining to the science and controversy	"I don't want to be right" New Yorker article by Konnikova (2014): http://www.newyorker.com/science/maria-konnikova/i-dont-want-to-be-right	
	10/12	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)	
7	10/17	Family matters: Parents and parental figures	"When Helping Hurts: Miscarried Helping in Families of Youth With Chronic Pain" article by Fales, Essner, Harris, & Palermo (2014)	
	10/19	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: http://www.healthychildren.org/English/health-issues/conditions/chronic/Pages/Siblings-of-Children-with-Chronic-Illnesses.aspx	Outline, listing of tentative sources for paper to be submitted to D2L by class time
8	10/24	Whose disease is it: Adolescent perspectives	"Adolescents' Need for Health Care Privacy" article by Britto, Tivorsak, & Slap (2010)	
	10/26	Whose disease is it: Parental perspectives about adolescents	"Confidentiality with Adolescents in the Medical Setting: What Do Parents Think?" article by Duncan, Vandeleur, Derks, & Sawyer (2011)	
9	10/31	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)	
	11/2	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)	
10	11/7	Social support and disease management:	"Peer Relationships and Health: From Childhood Through Adulthood" chapter by Bryan, Puckett, & Newman (2013) pp. 167-178	

		Childhood and adolescence		
	11/9	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	11/14	Work Day: Dr. P. will be available in the classroom to answer questions about the rough draft of paper. Attendance is optional .		
	11/16	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)	
12	11/21	What to expect at a regular checkup: Infants and children	http://www.healthychildren.org/English/family-life/health-management/pages/Well-Child-Care-A-Check-Up-for-Success.aspx and http://healthfinder.gov/HealthTopics/Category/doctor-visits/regular-check-ups	Rough draft of paper to be submitted to D2L by class time
	11/23	What to expect for adolescent health care	http://kidshealth.org/en/parents/medical-care-13-18.html and https://www.familycareinc.org/explore/keep-your-teen-healthy-schedule-an-adolescent-well-care-visit and http://health.usnews.com/health-news/patient-advice/articles/2014/05/15/has-your-child-outgrown-the-pediatrician	
13	11/28	Potential impacts of animals on pediatrics patients	"The Role and Impact of Animals on Pediatric Patients" article by Tielsch Goddard & Gilmer (2015)	
	11/30	The 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)	
14	12/5	Work day. Dr. P. will be in the classroom to discuss any questions you have about the final draft of the review paper. Attendance is optional .		
	12/7	The potential benefits of music therapy for pediatric patients	"Medical Music Therapy for Children" chapter by Loewry (2015)	

15	12/12	The potential benefits of 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)	
	12/14	Providing care of children and adolescents within the school environment	“School Reintegration. Providing Consultation to Schools and Families” chapter by Alderfer and Rourke (2014)	Final review paper due to be submitted to D2L by class time
Finals Week	12/16 from 12:30 – 2:30 pm	Course wrap-up. Attendance is mandatory per the UWSP policy regarding final exam periods	Evaluations will be conducted and – if necessary - any presentation(s) to be made up will occur.	