

Pediatric Psychology
Fall 2015
EDP 382E 12-PEDIATRIC PSYCHOLOGY # 10835
Mondays 4:00-7:00pm, SZB 444

Professor: Erin M. Rodriguez, Ph.D.
Office: SZB 254E
Phone: (512) 471-0283
Email: erodriguez@austin.utexas.edu
Office Hours: Thursdays 3-4pm and by appointment

Overview. The goal of this seminar is to examine current research and practice in pediatric psychology. This includes biological, psychological, and social foundations of pediatric conditions, as well as lifespan health conditions related to development in childhood; pediatric health disparities and impact on public health; research methods used in the field; current research findings; the status of empirically supported methods of assessment and treatment; and critical issues facing the field. The first half of the semester will be devoted to general principles of pediatric psychology, while the second half will focus on disease-specific topics (e.g., cancer, asthma, diabetes, obesity), including developmental processes of risk and resilience and prevention/intervention for these conditions.

Recommended Texts.

There is no required text for the course. Weekly readings will be drawn from relevant professional journals. However, the following text may provide background information and additional information of interest on each of the topics we will cover this semester:

Roberts, M. C., & Steele, R. G. (Eds.). (2010). *Handbook of pediatric psychology*, 4th Edition. New York: Guilford Press.

Course Structure and Readings. Weekly course meetings will focus on discussion of selected readings from peer-reviewed journals assigned for each week. Weekly readings for the course will include comprehensive review articles and two or more empirical papers. **One to two review articles will be required each week. In addition, each week there will be a selection of empirical articles, from which students will choose at least 2 to read. Additional articles are noted for your interest but are not required.** Students are expected to complete the readings and come to class prepared to discuss them each week.

Canvas site. The course syllabus and other course materials are available on the Canvas website for the class. Readings will not be posted on Canvas. Students will be responsible for obtaining the readings; all are available online or through the UT library system.

Grades. Course grades will be based on:

- Class participation, including responses to weekly discussion questions (20%)
- Short Paper (10%)
- 2 Class Presentations (15% each for a total of 30%)
- Personal Health Change Activity and Log (10%)

- Final Paper (30%)

Attendance and Punctuality. Students are expected to attend and arrive on time for all classes. Attendance will be taken at each class. **More than two absences will result in a final grade reduced by ½ a grade for each additional day missed. Similarly, more than two late arrivals (after 4:05pm) will result in a final grade reduced by ¼ a grade for each additional lateness.** Please notify the professor or TA in advance if you are unable to attend a class and make arrangements to make up the work you miss. If sudden illness precludes you from providing prior notification and make up work arrangements, please minimally contact the professor via email or phone regarding your absence.

Assignments.

Please note: Powerpoint presentations for in-class presentations should be uploaded by the end of the day **1 day before they are presented in class (i.e., by the end of the day on Sunday)**. All other assignments must be uploaded to Canvas by the end of the day on the due date listed. Each day an assignment is late following the due date will result in a deduction of 5 percent of the grade for that assignment. All assignments should follow the guidelines described in the APA Style Manual – 6th Edition.

Weekly Discussion Questions: As part of regular class participation, students will submit their responses to a question provided by the instructor regarding the readings each week. The purpose of the discussion questions is to enhance students' understanding and critical evaluation of the weekly readings and to initiate ideas for discussion during class. **Responses must be submitted to Canvas at least 48 hours before the beginning of class (i.e., Saturdays at 4pm) to receive credit.**

Short paper (1.5 - 2 pages): A fundamental skill is the ability to read and identify both the strengths and limitations in research on pediatric psychology. For the first assignment, select one of the empirical papers assigned for Weeks 3-5 (select the one you think is either the most interesting or the most important). Write a short (1.5 - 2 pages) paper summarizing the key findings and the strengths and weaknesses of the study. The goal of this assignment is to increase students' critical analysis of research findings. **These papers are due September 28.**

Student Class Presentations. Beginning in the 5th week of class, each week two or more students will have the responsibility to present on the findings of 1-2 of the assigned readings. Students will sign up for presentation slots by the third week of class. The goal of this assignment is to increase students' skills in summarizing and interpreting empirical research findings. The presentation should include the following components:

1) **In-class activity.** Provide a short (5 minute) in-class activity related to the key findings of the study/studies on which you are presenting that week. Possible activities include sharing an audio/video clip or designing a quiz or activity for the class.

2) **Description of the study.** Include 1-3 slides to summarize each of the following sections of the article: Introduction/Background, Research Questions/Hypotheses, Method,

Results, and Discussion/Conclusions. Each article should be presented within a timeframe of 15-20 minutes.

Note: Students should **email the instructor** to schedule a brief (15 minute) meeting with the instructor at least 1 week before their presentation, in order to review the content of their presentation. This meeting may be scheduled during office hours or at another mutually convenient time. At the time of the meeting students should have read the article(s) they will present and should have an outline of the presentation to discuss with the instructor.

Personal health change activity and log. Each student is asked to select one out of three specific health behaviors that they wish to change during the timeframe of this course: exercise, diet, or sleep behavior. Students should develop a method to self-monitor relevant aspects of the behavior (e.g., this should include frequency, duration, intensity, amount, etc.) and track this behavior on a daily basis throughout the course. Students should also identify impediments that they encounter in trying to change this behavior. Students are encouraged to share their experiences with the class to the degree that they feel comfortable. Students will be graded on completion of the assignment; change in behavior will not impact the grade on the assignment. The goal of this assignment is to increase awareness of impediments that patients are likely to encounter in the context of health behavior change interventions. **This assignment is due the penultimate week of class, November 23.**

Final paper (5-7 pages; rough draft on November 1; final draft due on November 29):

Option 1: Select an article that reports on a psychological intervention for one of the diseases covered in the course. Design a study that would build on the intervention reported in the article you select that would provide further evidence of the efficacy of the intervention, evidence on the effectiveness of the intervention, would test the components/active ingredients in the intervention, or would compare the intervention to an alternative intervention for that disease. Papers should be 5-7 pages in length and include the following sections:

Background/Literature Review (1.5-2 pages); Aims and Hypotheses (0.5 page);

Design/Method (3-4 pages). The goal of this assignment is to increase students' skills in designing and conducting intervention research.

Option 2: Select a leading researcher in pediatric psychology and describe this author's program of research. Students should select **one** of the following researchers: *Karen Matthews, Edith Chen, Bruce Compas*. What are the themes that this researcher has addressed in his/her research? What key findings have emerged across studies by this researcher? How does this person's program of research inform your own research? How does this person's program of research inform your own clinical work/practice? You should discuss the results of **at least 5 empirical studies** conducted by this researcher and **cite these studies in the reference section** of your paper.

Grading Guidelines:

A: 93-100 B+: 87-89 C+: 77-79

A-: 90-92 B: 83-86 C: 73-76

B-: 80-82 C-: 70-72

A (Excellent) will be given for outstanding achievement in written work and class contributions. A student who earns an A shows consistent initiative, originality, and comprehension as evidenced by a total course point value on assignments of 93-100; A-=90-92.

B (Above Average) will be given for work which is of good quality, but which is either not outstanding in the above characteristics or contains some errors of comprehension as evidenced by a total course point value of 80-89. (B+=87-89; B- = 80-82)

C (Average) will be given for work that is of marginal quality for graduate students and/or shows significant errors of comprehension evidenced by a total course point value on assignments below 80.

University Notices and Policies:

University of Texas Honor Code. “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical.

Policy for students with documented disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, (512) 471-6259. If you require special accommodations, please provide me with a letter at the start of the semester from the Services for Students with Disabilities office with a description of the requested accommodations.

Religious Holidays. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is

made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Resources for Learning & Life at UT Austin. The University of Texas has numerous resources for students to provide assistance and support for your learning:

- Sanger Learning and Career Center: <http://lifelearning.utexas.edu/>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Class Schedule and Readings

Week 1: Overview and History of the Field

Required Review Article:

Cabral, S.A. et al. (2012). Overview of the global health issues facing children. *Pediatrics*, 129, 1-3.

Additional (non-required) Readings of Interest:

Rozensky, R.H., & Janicke, D.M. (2012). Commentary: Healthcare reform and psychology's workforce: Preparing for the future of pediatric psychology. *Journal of Pediatric Psychology*, 37, 359-368.

Bezruchka, S. (2012). The hurrier I go the behinder I get: The deteriorating international ranking of U.S. health status. *Annual Review of Public Health*, 33, 157-173.

Week 2: September 7 – No Class (Labor Day)

Week 3: September 14 – Biological Foundations

Required Review Articles:

Shonkoff, J.P., Boyce, W.T., & McEwen, B.S. (2009). Neuroscience, molecular biology, and the childhood roots of health disparities: Building a new framework for health promotion and disease prevention. *JAMA*, 301, 2252-2259.

Miller, G.E., Chen, E., & Parker, K.J. (2011). Psychological stress in childhood and susceptibility to the chronic diseases of aging: Moving toward a model of behavioral and biological mechanisms. *Psychological Bulletin*, 137, 959-997.

Required Empirical Articles (choose two):

Cohen, S. et al. (2012). Chronic stress, glucocorticoid receptor resistance, inflammation, and disease risk. *PNAS*, 109, 5995-5999.

Taylor, S.E. et al. (2011). Early environment affects neuroendocrine regulation in adulthood. *SCAN*, 6, 244-251.

Additional (non-required) Readings of Interest:

Hertzman, C., & Boyce, T. (2010). How experience gets under the skin to create gradients in developmental health. *Annual Review of Public Health*, 31, 329-347.

Seegerstrom, S.C. (2007). Stress, energy and immunity: An ecological view. *Current Directions in Psychological Science*, 16, 326-330.

Week 4: September 21 – Social and Psychological Foundations

Required Review Articles:

Compas, B.E., Jaser, S., Dunn, M.J., & Rodriguez, E.M. (2012). Coping with chronic illness in childhood and adolescence. *Clinical Psychology Review*, 8, 455-480.

Braveman, P., Egerter, S., & Williams, D.R. (2011). The social determinants of health: Coming of age. *Annual Review of Public Health*, 32, 381-398.

Required Empirical Articles (choose two):

Mehta, N. K., Lee, H., & Ylitalo, K. R. (2013). Child health in the United States: Recent trends in racial/ethnic disparities. *Social Science & Medicine*, 95, 6-15.

Scott, K.M. et al. (2011). Association of childhood adversities and early-onset mental disorders with adult-onset chronic physical conditions. *Archives of General Psychiatry*, 68, 838-844.

Chen, E. et al. (2012). Protective factors for adults from low-childhood socioeconomic circumstances: The benefits of shift-and-persist for allostatic load. *Psychosomatic Medicine*, 74, 178-186.

Larson, K. et al. (2008). Influence of multiple social risks on children's health. *Pediatrics*, 121, 337-344.

Additional (non-required) Readings of Interest:

Matthews, K.A., & Gallo, L.C. (2011). Psychological perspectives on pathways linking socioeconomic status and physical health. *Annual Review of Psychology*, 62, 501-530.

Week 5: September 28 - Foundations of Interventions

Required Review Articles:

Sansom-Daly, U.M. et al. (2012). A systematic review of psychological interventions for adolescents and young adults living with chronic illness. *Health Psychology*, 31, 380-393.

Ford, E.S., & Capewell, S. (2011). Proportion of the decline in cardiovascular mortality disease due to prevention versus treatment: Public health versus clinical care. *Annual Review of Public Health*, 32, 5-22.

Required Empirical Articles (choose two):

Wade, S. L., Kurowski, B. G., Kirkwood, M. W., Zhang, N., Cassedy, A., Brown, T. M., ... & Taylor, H. G. (2015). Online problem-solving therapy after traumatic brain injury: A randomized controlled trial. *Pediatrics*, 135(2), e487-e495.

Petty, K. H., Davis, C. L., Tkacz, J., Young-Hyman, D., & Waller, J. L. (2009). Exercise Effects on Depressive Symptoms and Self-Worth in Overweight Children: A Randomized Controlled Trial. *Journal of Pediatric Psychology*, 34(9), 929-939.

Additional (non-required) Readings of Interest:

Kahana, S. et al. (2008). Meta-analysis of psychological interventions to promote adherence in treatment in pediatric chronic health conditions. *Journal of Pediatric Psychology*, 33, 590-611.

Week 6: October 5 - Early Developmental Processes and Disorders

Required Review Articles:

Dunkel Schetter, C. (2011). Psychological science on pregnancy: Stress processes, biopsychosocial models, and emerging research issues. *Annual Review of Psychology*, 62, 531-558.

Required Empirical Articles (choose two):

Campbell, F., Conti, G., Heckman, J. J., Moon, S. H., Pinto, R., Pungello, E., & Pan, Y. (2014). Early childhood investments substantially boost adult health. *Science*, 343(6178), 1478-1485.

Whiteside-Mansell, L., Bradley, R. H., Casey, P. H., Fussell, J. J., & Conners-Burrow, N. A. (2009). Triple risk: Do difficult temperament and family conflict increase the likelihood of behavioral maladjustment in children born low birth weight and preterm?. *Journal of pediatric psychology*, 34(4), 396-405.

Sparks, P.J. (2009). Do biological, sociodemographic, and behavioral characteristics explain racial/ethnic disparities in preterm births? *Social Science and Medicine*, 68, 1667-1675.

Week 7: October 12 - Asthma

Required Review Articles:

Wood, B. L., Miller, B. D., & Lehman, H. K. (2015). Review of Family Relational Stress and Pediatric Asthma: The Value of Biopsychosocial Systemic Models. *Family Process*, 54, 376–389.

Clark, N.M. (2012). Community-based approaches to controlling childhood asthma. *Annual Review of Public Health*, 33, 193-208.

Required Empirical Articles (choose two):

Marin, T.J. et al. (2009). Double exposure to acute stress and chronic family stress is associated with immune changes in children with asthma. *Psychosomatic Medicine*, 71, 378-384.

Scherier, H.M.C., & Chen, E. (2008). Prospective associations between coping and health among youth with asthma. *Journal of Consulting and Clinical Psychology*, 76, 790-798.

Celano, M. P., Holsey, C. N., & Kobrynski, L. J. (2012). Home-based family intervention for low-income children with asthma: A randomized controlled pilot study. *Journal of Family Psychology*, 26(2), 171.

Week 8: October 19 – Cancer & Blood Disorders

Required Review Articles:

Long, K.A., & Marsland, A.L. (2011). Family adjustment to childhood cancer: A systematic review. *Clinical Child and Family Psychology Review*, 14, 57-88.

Oeffinger, K.C. et al. (2006). Chronic health conditions in adult survivors of childhood cancer. *New England Journal of Medicine*, 355, 1572-1582.

Required Empirical Articles (choose two):

Rodriguez, E.M., Dunn, M.J., Zuckerman, T., Vannatta, K., Gerhardt, C.A., & Compas, B.E. (2012). Cancer-related sources of stress for children with cancer and their parents. *Journal of Pediatric Psychology*, 37, 185-197.

Bemis, H., Yarboi, J., Gerhardt, C. A., Vannatta, Desjardins, L., Murphy, L., Rodriguez, E. M., & Compas, B. E. (2015). Childhood cancer in context: Sociodemographic factors, stress, and psychological distress among mothers and children. *Journal of Pediatric Psychology*, 40(8), 733-743. doi: 10.1093/jpepsy/jsv024.

Campbell, L.K., Scaduto, M., Van Slyke, D., Niarhos, F., Whitlock, J.A., & Compas, B.E. (2009). Executive function, coping and behavior in survivors of childhood acute lymphocytic leukemia. *Journal of Pediatric Psychology*, 34, 317-327.

Smith, K. E., Patterson, C. A., Szabo, M. M., Tarazi, R. A., & Barakat, L. P. (2013). Predictors of academic achievement for school-age children with sickle cell disease. *Advances in School Mental Health Promotion*, 6(1), 5-20.

Additional (non-required) Readings of Interest:

Campbell, L.L., Scaduto, M., Sharp, W., Dufton, L., Van Slyke, D., Whitlock, J.A., & Compas, B.E. (2007). A meta-analysis of the neurocognitive sequelae of treatment for childhood acute lymphocytic leukemia. *Pediatric Blood and Cancer*, 49, 65-73.

Meyler, E. et al. (2010). Review of family-based psychosocial interventions for childhood cancer. *Journal of Pediatric Psychology*, 35, 1116-1132.

Kazak, A. E., & Noll, R. B. (2015). The integration of psychology in pediatric oncology research and practice: Collaboration to improve care and outcomes for children and families. *American Psychologist*, 70(2), 146.

Janusek, L. W., Tell, D., Albuquerque, K., & Mathews, H. L. (2013). Childhood adversity increases vulnerability for behavioral symptoms and immune dysregulation in women with breast cancer. *Brain, behavior, and immunity*, 30, S149-S162.

Week 9: October 26 - Diabetes

Required Review Articles:

Naguib, J.M. et al. (2009). Neuro-cognitive performance in children with type 1 diabetes: A meta-analysis. *Journal of Pediatric Psychology*, 34, 272-282.

Required Empirical Articles (choose two):

Jaser, S.S. et al. (2012). Coping, self-management and adaptation in adolescents with type 1 diabetes. *Annals of Behavioral Medicine*, 43, 311-319.

Hilliard, M. E., Wu, Y. P., Rausch, J., Dolan, L. M., & Hood, K. K. (2013). Predictors of deteriorations in diabetes management and control in adolescents with type 1 diabetes. *Journal of Adolescent Health*, 52(1), 28-34.

Grey, M., Jaser, S. S., Holl, M. G., Jefferson, V., Dziura, J., & Northrup, V. (2009). A multifaceted school-based intervention to reduce risk for type 2 diabetes in at-risk youth. *Preventive Medicine*, 49(2), 122-128.

Nansel, T. R., Iannotti, R. J., & Liu, A. (2012). Clinic-integrated behavioral intervention for families of youth with type 1 diabetes: Randomized clinical trial. *Pediatrics*, 129(4), e866-e873.

Week 10: November 2 – Obesity & Weight Management

Required Review Articles:

Janicke, D. M., Steele, R. G., Gayes, L. A., Lim, C. S., Clifford, L. M., Schneider, E. M., ... & Westen, S. (2014). Systematic review and meta-analysis of comprehensive behavioral family lifestyle interventions addressing pediatric obesity. *Journal of Pediatric Psychology*, jsu023.

Spear et al. (2007). Recommendations for treatment of child and adolescent overweight and obesity. *Pediatrics*, 120, 254-288.

Required Empirical Articles (choose two):

Petty, K. H., Davis, C. L., Tkacz, J., Young-Hyman, D., & Waller, J. L. (2009). Exercise effects on depressive symptoms and self-worth in overweight children: A randomized controlled trial. *Journal of Pediatric Psychology*, 34(9), 929-939.

Hoyt, L. T., Kushi, L. H., Leung, C. W., Nickleach, D. C., Adler, N., Laraia, B. A., ... & Yen, I. H. (2014). Neighborhood Influences on Girls' Obesity Risk Across the Transition to Adolescence. *Pediatrics*, 134(5), 942-949.

Additional (non-required) Readings of Interest:

Brennan, L. et al. (2011). Accelerating evidence reviews and broadening evidence standards to identify effective, promising, and emerging policy and environmental strategies for prevention of

childhood obesity. *Annual Review of Public Health*, 32, 199-223.

Week 11: November 9 – Chronic Pain

Required Review Articles:

Palermo, T.M. et al. (2010). Randomized controlled trials of psychological therapies for management of chronic pain in children and adolescents: An updated meta-analytic review. *Pain*, 148, 387-397.

Required Empirical Articles (choose two):

Dufton, L.M., Dunn, M.J., Slosky, L.S., & Compas, B.E. (2011). Self-reported and laboratory-based responses to stress in children with pain and anxiety. *Journal of Pediatric Psychology*, 36, 95-105.

Palermo, T.M. et al. (2009). Randomized controlled trial of an Internet-delivered family cognitive-behavioral therapy intervention for children and adolescents with chronic pain. *Pain*, 146, 205-213.

Keenan, K. et al. (2009). The association of pain and depression in preadolescent girls: Moderation by age and pubertal stage. *Journal of Pediatric Psychology*, 34, 727-737.

Week 12: November 16 - Cardiovascular Disease

Required Review Articles:

Williams, R. B. (2008). Psychosocial and biobehavioral factors and their interplay in coronary heart disease. *Annual Review of Clinical Psychology*, 4, 349-365.

Required Empirical Articles (choose two):

Loucks, E.B. et al. (2012). Childhood family psychosocial environment and coronary heart disease risk. *Psychosomatic Medicine*, 73, 563-571.

Low, C.A., Salamon, K., & Matthews, K.A. (2009). Chronic life stress, cardiovascular reactivity, and subclinical cardiovascular disease in adolescents. *Psychosomatic Medicine*, 71.

Marin, T.J., Chen, E., & Miller, G.E. (2008). What do trajectories of childhood socioeconomic status tell us about markers of cardiovascular health in adolescence? *Psychosomatic Medicine*, 70, 152-159.

McGrath, J. J., Matthews, K. A., & Brady, S. S. (2006). Individual versus neighborhood socioeconomic status and race as predictors of adolescent ambulatory blood pressure and heart rate. *Social science & medicine*, 63(6), 1442-1453.

Week 13: November 23 - HIV/AIDS

Required Review Articles:

Brown, L. K., & Lourie, K. J. (2000). Children and adolescents living with HIV and AIDS: A review. *Journal of Child Psychology and Psychiatry*, 41(01), 81-96.

Prado, G., Lightfoot, M., & Brown, C. H. (2013). Macro-level approaches to HIV prevention among ethnic minority youth: State of the science, opportunities, and challenges. *American Psychologist*, 68(4), 286.

Required Empirical Articles (choose two):

Malee, K. et al. (2009). The role of cognitive function in medication adherence of children and adolescents with HIV infection. *Journal of Pediatric Psychology*, 34, 164-175.

Donenberg, G. R., Wilson, H. W., Emerson, E., & Bryant, F. B. (2002). Holding the line with a watchful eye: The impact of perceived parental permissiveness and parental monitoring on risky sexual behavior among adolescents in psychiatric care. *AIDS education and prevention: Official publication of the International Society for AIDS Education*, 14(2), 138-157.

Armistead, L., Cook, S., Skinner, D., Toefy, Y., Anthony, E. R., Zimmerman, L., ... & Chow, L. (2014). Preliminary results from a family-based HIV prevention intervention for South African youth. *Health Psychology*, 33(7), 668.

Additional (non-required) Readings of Interest:

Mustanski, B., Birkett, M., Greene, G. J., Hatzenbuehler, M. L., & Newcomb, M. E. (2014). Envisioning an America without sexual orientation inequities in adolescent health. *American journal of public health*, 104(2), 218-225.

Week 14 – November 30 – Summary & Review of Course Themes

Additional (non-required) Readings of Interest:

Rozensky, R.H. (2006). Clinical psychology in medical settings: Celebrating our past, enjoying the present, building our future. *Journal of Clinical Psychology in Medical Settings*, 13, 343-352.