

ABSC 529

**Pediatric Health and Health Promotion**

Fall 2023

**Instructor and Contact Information**

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| **Instructor:** | **Ric G. Steele, Ph.D., ABPP**  Professor of Applied Behavioral Science  2013 Dole Human Development Center  Email: [rsteele@ku.edu](mailto:rsteele@ku.edu) | **Office Hours:**  T 1:00 to 2:00pm  W 11:00am to Noon |
| **GTA:** | **Hidetoshi (Hide) Okuno**  Clinical Child Psychology Program  2015 Dole Human Development Center  Email: [hokuno@ku.edu](mailto:hokuno@ku.edu) | **GTA Office Hours:**  Th 12:30 to 2:00pm |

**Required Texts and Instructional Materials**

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| --- | --- |
| **Required Text:** | Roberts, M.C., & Steele, R.G. (2017). ***Handbook of Pediatric Psychology*** (5th edition). New York: Guilford [ISBN 9781462536085](https://www.guilford.com/books/Handbook-of-Pediatric-Psychology/Roberts-Steele/9781462536085) |
|  | Other readings as assigned (available on Canvas; see attached calendar of readings and assignments). |

**Class Time and Location**

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| **Class Time & Location**: | 2:30-3:45 Tuesday and Thursday  Dole Human Development Center, Room 2094 |  |

# Course Description

An undergraduate seminar on the application of psychological theory and practice to pediatric illness and health promotion. Students will be exposed to key issues related to the health and health care of children and adolescents (and their families), with particular attention to how applied psychology interfaces with medicine and allied health to promote children's health and health care. Prerequisite: Junior or Senior standing.

**Instructional Mode and Credit Hours**

This is an in-person course that fulfills [3 credit hours](https://policy.ku.edu/registrar/credit-hour); Consistent with KU policy and the federal definition of a credit hour, this means you should expect to spend at least 9 hours a week on this course over the 15 week semester. Most weeks, 2.5 hours will be instructional time in the classroom (i.e., class meetings) and the remaining time will involve out-of-class work.

**Course Learning Outcomes**

At the conclusion of this course, students will be able to

* Discuss how specific illness characteristics and treatments impact Health Related Quality of Life (QoL),
* Explain how socio-ecological systems impact and are impacted by health and health behaviors,
* Evaluate and apply peer-reviewed research to health-related concerns,
* Apply empirically derived conceptual models of health promotion to a range of health behaviors, and,
* Articulate how mental health professionals integrate with other health care professionals in a range of medical settings.

**Instructor’s Attendance/Participation Policy**

The knowledge and skills you will gain in this course are dependent on your participation in class activities. Because of that, I expect you to attend all class sessions unless you are ill or have a [University excused absence](https://policy.ku.edu/governance/USRR#art2sect2). I plan to track class attendance to help me understand how and when students are engaging in the course; **I will assign extra credit points on random days throughout the semester.** Your attendance is necessary for these extra credit points. However, missing a day will not count against your course grade.

If you need to report an extended illness or serious accident, please contact Student Support and Case Management at studentsupport@ku.edu or 785-864-7022.

**Course Requirements**

## Section Quizzes

Three online exams/quizzes will be provided to ensure that you understand and are able to applythe material from the texts, lectures, and readings. These will be administered in Canvas (only). Due dates for the quizzes are posted in the class calendar. These quizzes are timed, but you will be given several days to complete each one.

## Application Project

To allow you to demonstrate your application of the major concepts, you will be assigned to a small group to evaluate how the models of health promotion, socioecological systems, and cultural issues explain the U.S. public’s response to public health recommendations. Based on class discussion and some out of class work, your group will propose and present to the class an intervention that is designed to improve adherence to a specific (TBD) public health recommendation. It is expected that the group will consult with me before the presentation to ensure your success. See course calendar for due dates (attached).

## Journal Club Entries

Your prospective careers in pediatric health and health promotion will require you to effectively evaluate and apply peer-reviewed research. For each topic covered in the course, the syllabus lists a number of articles from peer-reviewed journals that address issues in children’s health. These are identified as “*Journal Club Articles*.” For each Journal Club, you will read and review ONE (only one) article. There are seven (7) journal clubs listed on our syllabus; **You are required to turn in only six (6).** These must be brought to class on the day of the *Journal Club* discussion indicated on the calendar, so that they can facilitate your discussion of the articles during class. **I will not accept journal club entries via email without a verified University Excused absence.** A rubric for the Journal Club entry scoring appears at the end of this syllabus. I have also provided a template to assist with your initial *Journal Club* summaries. See course calendar for due dates (attached).

## Final Paper

The term paper is designed to give you experience evaluating and applying the broad and general aspects of pediatric psychology as they relate to a specific illness. You are to select an illness or health outcome (see below for choices) and work independently to critically evaluate the outcome in light of the major themes introduced in this class.

Your paper should specifically

* Identify and describe the condition or illness,
* Describe the immediate and long-term impact of the illness on aspects of HRQoL
* Describe any health disparities related to the condition,
* Describe how 2 or more ecological systemic issues relate to the condition,
* Describe at least two intervention approaches designed to improve HRQoL in this population,
* Conclude with recommendations for how a person in your chosen field of study might use this information,
* Must include 15 professional references. (See APA style guide on Canvas)

You may choose **one of the following illnesses/conditions** for your term paper.

* Sickle Cell Disease
* Asthma
* Juvenile Idiopathic Arthritis
* Spina Bifida
* Abdominal pain related disorders- IBS/IBD

Papers are to be written in standard English, in [APA style](https://apastyle.apa.org/style-grammar-guidelines) (i.e., according to the *Publication Manual of the American Psychological Association*, 7th ed., 2020—try hard on this, but you won’t fail if you make some errors). Remember that APA style includes specifications for margins, references, and quotations. A copy of the *Publication Manual* is available at the Watson Library at the main Reference Desk (and online at <https://owl.excelsior.edu/citation-and-documentation/apa-style/>[).](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) I know that some of you have not had to write a term paper before. I am very happy to assist you with questions regarding APA style and general paper preparation.

It is not likely that you will be able to successfully complete the assignment in less than 15 double-spaced pages of text plus references. A timeline for completion of the term paper is appended below. **Please note that you are assigned points for various components of the term paper to keep you on track so that you can turn in a successful paper in December.**

**Classroom Behavioral Expectations**

I expect that there will be considerable diversity in the preparation and perspectives of students in this class, and I appreciate and encourage diversity of thought in my classroom. At the same time, it is my goal for ALL students to experience my classroom as a safe environment. It is likely you may not agree with everything that is said or discussed in the classroom. When you disagree with someone, please be courteous and respectful- be sure that you make a distinction between criticizing an idea and criticizing the person.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the [Code of Student Rights and Responsibilities](https://policy.ku.edu/student-affairs/student-code) (CSRR). The CSRR also defines potential sanctions for these types of infractions.

Except for in cases of a [University Excused Absence](https://policy.ku.edu/governance/USRR#art2sect2), all assignments are due by the day/time indicated in the course calendar.

**Specialty Accreditation Requirements**

This course was designed to help students meet the requirements for the Association of Child Life Professionals (ACLP) certification exam. However, please note that KU has not pre-certified this course with the ACLP, meaning that you will likely have to submit your syllabus for evaluation when you register for the ACLP Certification exam.

**Evaluation Criteria with Grading Scale**

An overall course grade will be assigned based on the following cumulative point system:

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| --- | --- | --- |
| **Section Exams** | 3 Exams *(50, 75, 75 points each)* | 200 |
| **Application Project** |  | 50 |
| **Journal Club Entries** | 6 @ 15 points each | 90 |
| **Final Paper** |  |  |
|  | *References,* Due 10/06/2023 | 25 |
|  | *Detailed Outline,* Due 11/03/2023 | 25 |
|  | *First Draft,* Due 11/17/2023 | 50 |
|  | *Final Draft,* Due 12/08/2023 | 100 |
| **TOTAL POINTS POSSIBLE** |  | **540** |
| **Extra Attendance Points** | Given on random days throughout semester for a possible total of 15 points |  |

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| **Grade** | **Points** | **Grade** | **Points** | **Grade** | **Points** | **Grade** | **Points** | **Grade** | **Points** |
| A | > 502 | B+ | 475 to 485 | C+ | 421 to 431 | D+ | 367 to 377 | F | <324 |
| B | 453 to 474 | C | 400 to 420 | D | 340 to 366 |
| A- | 486 to 501 | B- | 432 to 452 | C- | 378 to 399 | D- | 324 to 339 |

At the conclusion of this course, the University will provide an opportunity for you to provide feedback via an online (anonymous) Student Survey of Teaching. I strongly encourage you to take advantage of this opportunity to provide feedback. More generally, please feel free to tell me what is working well, and what is not working as well during the semester. Thanks!

**Academic Integrity and Professional Conduct**

[Academic misconduct](https://policy.ku.edu/governance/USRR#art2sect7) by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; [plagiarizing of another's work](https://guides.lib.ku.edu/c.php?g=95332&p=616638); violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. You may be asked to submit some assignments in a digital format so that your paper can be checked against Web pages and databases of existing papers. Although you may never have engaged in *intentional* plagiarism, many students incorporate sources without citations. This constitutes plagiarism and cannot be treated differently than intentional plagiarism. The [KU Writing Center](https://writing.ku.edu/) offers a student writing guide with links to useful information regarding plagiarism and how to avoid it [(http://writing.ku.edu/writing-guides).](http://writing.ku.edu/writing-guides) If you are not sure how to use a source in your document, please visit [http://writing.ku.edu/paraphrase-and-summary o](http://writing.ku.edu/paraphrase-and-summary)r ask your instructor or GTA.

**Student Access Center**

The Student Access Center (SAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted SAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at [785-864-4064](tel:7858644064) (V/TTY). Information about their services can be found at [access.ku.edu](https://access.ku.edu/). Please contact me privately regarding your needs in this course.

**Other notes**

If you experience difficulty with the reading materials, lectures, or with the pace of the class, please contact me as soon as you are aware of the difficulty. I am pleased to work with you to improve your study skills or to overcome particular obstacles that may interfere with optimal performance in this class. Please talk to me early in the course if you suspect or anticipate difficulty in this class!

As a premier international research university, the University of Kansas is committed to an [open, diverse and inclusive learning and working environment](https://policy.ku.edu/provost/diversity-inclusion) that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university. All members of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Expressions or actions that disparage a person’s or group’s race, ethnicity, nationality, culture, gender, gender identity, religion, sexual orientation, age, veteran status, or disability are contrary to the mission of the University and are not acceptable in my classroom.

Students shall not be penalized for absence from regularly scheduled class activities that conflict with mandated religious observances ([USRR 2.2.3](https://policy.ku.edu/governance/USRR#art2sect2)). In cases of conflicts between class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution. **If you anticipate missing class because of a religious observance, please contact me as soon as possible so that alternative arrangements can be made.**

**Additional Resource and Policy Information for Students**

In addition to the policies noted above, the following links and resources may be helpful to you for this class, as well as for others you may be taking. If you have questions or concerns about any of these policies, statements, or resources, please let me know. In addition, please visit the [Student Resources website](https://academicsuccess.ku.edu/student-resources-0) (KU Academic Success) for additional policies and resources.

* [Change of Grade Policy](https://policy.ku.edu/registrar/grade-change) and [USRR, Section 3: Change of Grade](https://policy.ku.edu/governance/USRR" \l "art2sect3)
* [Code of Student Rights and Responsibilities](https://policy.ku.edu/student-affairs/student-code)
* KU Policy on [Commercial Notetaking](https://policy.ku.edu/provost/commercial-note-taking)
* [KU Statement on Diversity and Inclusion](https://policy.ku.edu/provost/diversity-inclusion)
* [Mandatory Reporting](https://policy.ku.edu/civil-rights/mandatory-reporting) (Civil Rights & Title IX)
* [Nondiscrimination, Equal Opportunity, and Affirmative Action](https://policy.ku.edu/IOA/nondiscrimination)
* [Racial and Ethnic Harassment Policy](https://policy.ku.edu/civil-rights/racial-ethnic-harassment-policy)
* [Sexual Harassment](https://policy.ku.edu/civil-rights/sexual-harassment)
* [Counseling and Psychological Services](http://caps.ku.edu/)
* [Kansas Board of Regents Statement on Freedom of Expression](https://publicaffairs.ku.edu/freedom-of-expression)
* [Student Support and Case Management](https://studentsupport.ku.edu/)

**Course Calendar and Readings**

# *(Subject to change with appropriate notice. All changes will be broadcast through Canvas)*

## August

**22** **Intro, Overview of Class, and Housekeeping**

**24** **Mental health needs of children with physical illness**

Kagan, J. (1965). The new marriage: Pediatrics and psychology. *American Journal of Diseases of Children*, *110*(3), 272-278. (6 pages) (CANVAS)

Wright, L. (1967). The pediatric psychologist: A role model. *American Psychologist*, *22*(4), 323. (3 pages) (CANVAS)

Peterson, L., & Harbeck, C. (1988). Chapter one: Pediatric psychology: Toward a definition. *The pediatric psychologist: Issues in professional development and practice*. Research Press. (1988) (8 pages) (CANVAS)

* *What are some of the specific needs that were identified among children in medical settings?*
* *How was/is Pediatric Psychology supposed to improve children’s health care?*
* *From these three papers chapters, what can you tell about where pediatric psychologists work (and with whom)?*

### **29 Models of Consultation and Practice Parameters**

*HPP5*, Chapter 9 (12 pages)

*HPP5*, Chapter 42 (12 pages)

* *How would you categorize the various roles that pediatric psychologists are supposed to play in children’s health care settings?*
* *How might the pediatric psychologist work in a primary care clinic? How does this differ from larger medical settings?*

### **31 Ecological Systems in Children’s Health Care**

***HPP4****,*Chapter 43 (5 pages) (CANVAS)

*HPP5*, Chapter 43 (10 pages)

* *Define* microsystems*,* mesosystems*,* exosystems*, and* macrosystems*. Be prepared to talk about examples of each system, and how each system might impact your own health behaviors.*
* *In what ways can the relationships between health care providers and the family affect the child’s health status? Why do you think that is?*
* *Based on what you have read so far, what would be the easiest “barrier” to remove in order to improve the negative effects on access, navigation, etc. in children’s health care?*

### **September**

### **5 Culture and Health Disparities**

*HPP5,* Chapter 7 (9 pages)

*HPP5*, Chapter 38 (8 pages)

* + - * *What is culture? What is a health disparity?*
      * *What aspects of culture might relate to pediatric health care?*
      * *What factors might contribute to health disparities in the US?*
      * *Thinking about your readings from last week, what specific steps can professionals take to help reduce health disparities in their health care settings?*

### **7 Models of Health Promotion**

*HPP5*, Chapter 40 (10 pages)

Rapoff (2010), Chapter 3 (22 pages) (CANVAS)

*Come to class with specific (written) questions that you have about one or more models of health promotion/illness prevention.*

*Be ready to think about how the models interact with ecological systems.*

**Section 1 Quiz due (online) by 11:59pm Wednesday, September 13, 2023 (50 points)**

### **12 Models of Health Promotion**

*Skim the articles below and come to class ready for in-class group discussions of models of health promotion that the study authors relied on. What ecological system factors were examined? How successful were these interventions?*

Morrongiello, B.A., Corbett, M., Koutsoulianos, S., & Foster, A. (2019). Effects of peers on child pedestrian behaviors in a virtual traffic context, *Journal of Pediatric Psychology*. doi: 10.1093/jpepsy/jsy103

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.

Shannon, S., Brennan, D., Hanna, D., Younger, Z., Hassan, J., & Breslin, G. (2018). The effect of a school-based intervention on physical activity and well-being: A non-randomized controlled trial with children of low socio-economic status. *Sports Medicine-Open*, *4*(1), 16.

**14** **Models of Health Promotion (Application)**

*HPP5*, Chapter 10 (10 pages)

Model Application Worksheet (Group work)

### **19 Models of Health Promotion (Application)**

Model Application Worksheet (Group work)

***Group Presentations will be on October 12. Please work with your group and consult with Dr. Steele on these presentations between now and then****.*

## **21 Diabetes**

*HPP5***,** Chapter 20 (8 pages)

*Think of the various potential psychosocial consequences of diabetes in children and adolescents. What are the mechanisms by which diabetes might cause these consequences?*

*What kinds of interventions for diabetes might be indicated in the various socio-ecological systems? How might pediatric psychology contribute?*

**26** **Evaluating Studies in Pediatric Psychology**

## HPP5, Chapter 4

Westen, S. C., Warnick, J. L., Albanese-O’Neill, A., Schatz, D. A., Haller, M. J., Entessari, M., & Janicke, D. M. (2019). Objectively measured adherence in adolescents with type 1 diabetes on multiple daily injections and insulin pump therapy. *Journal of pediatric psychology*, *44*(1), 21-31. Doi: [10.1093/jpepsy/jsy064](https://doi.org/10.1093/jpepsy/jsy064)

**28 Diabetes,** continued

## Journal Club #1 – Choose ONE paper to read

Wysocki, T., Harris, M. A., Buckloh, L. M., Mertlich, D., Sobel Lochrie, A., Taylor, A., Sadler, M., & White, N. H. (2008). Randomized controlled trial of behavioral family systems therapy for diabetes: Maintenance and generalization of effects on parent-adolescent communication. *Behavior Therapy, 39(1),* 33-46. doi:10.1016/j.beth.2007.04.001

Wysocki, T., Nansel, T. R., Holmbeck, G. N., Chen, R., Laffel, L., Anderson, B. J., & Weissberg-Benchell, J. (2009). Collaborative involvement of primary and secondary caregivers: Associations with youths’ diabetes outcomes. *Journal of Pediatric Psychology, 34,* 869881. doi:10.1093/jpepsy/jsn136

Miller, V.A. & Jawad, A.F. (2019). Decision-making involvement and prediction of adherence in youth with Type 1 Diabetes: A cohort sequential study, *Journal of Pediatric Psychology*, 44(1), 61–71. Doi: 10.1093/jpepsy/jsy032

**October**

**3**  **Pediatric Obesity and Overweight**

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Steele, R. G., & Christofferson, J. (2020). Evidence-based treatment of pediatric overweight and obesity. In R. G. Steele & M. C. Roberts, *Handbook of evidence-based therapies for children and adolescents (2nd ed).* (pp. 297-312). New York: Springer Science + Nature. (On Blackboard)

## **5 Obesity, continued**

**References for Term Paper due Friday, October 6, 2023 by 5:00pm. *(I will review and provide feedback over the weekend.)***

**10 Obesity, concluded**

**Journal Club #2 – Choose ONE paper to read**

Dowd, A. J., Chen, M. Y., Jung, M. E., & Beauchamp, M. R. (2015). “Go Girls!”: Psychological and behavioral outcomes associated with a group-based healthy lifestyle program for adolescent girls. *Translational behavioral medicine*, *5*(1), 77-86.

Gordon-Larsen, P., Nelson, M. C., Page, P., & Popkin, B. M. (2006). Inequality in the built environment underlies key health disparities in physical activity and obesity. *Pediatrics*, *117*(2), 417-424. doi: 10.1542/peds.2005-0058

Stark, L. J., Clifford, L. M., Towner, E. K., Filigno, S. S., Zion, C., Bolling, C., & Rausch, J. (2014). A pilot randomized controlled trial of a behavioral family-based intervention with and without home visits to decrease obesity in preschoolers. *Journal of Pediatric Psychology*, *39*(9), 1001-1012.

**12 Application of Health Promotion Model Group Presentations**

### **17 Fall Break**

### **19 Pediatric Oncology**

*HPP5*, Chapter 22 (8 pages)

*What issues do children diagnosed with cancer face that most kids do not?*

*How are each of the child’s socioecological systems impacted by cancer treatment?*

**24 Pediatric Oncology (Continued)**

Kazak, A. E., Rourke, M. T., Alderfer, M. A., Pai, A., Reilly, A. F., & Meadows, A. T. (2007). Evidence-based assessment, intervention and psychosocial care in pediatric oncology: A blueprint for comprehensive services across treatment. *Journal of Pediatric Psychology*, *32*(9), 1099-1110. doi:10.1093/jpepsy/jsm031

Wakefield, C.E., McLoone, J., Goodenough, B., Lenthen, K., Cairns, D.R., & Cohn, R.J. (2010), The psychosocial impact of completing childhood cancer treatment: A systematic review of the literature*. Journal of Pediatric Psychology, 35*(3), 262-274. doi: 10.1093/jpepsy/jsp056

*How is PMTS similar to (and different from) PTSD?*

*What do you notice about the risk factors for pediatric-medical traumatic stress (PMTS)? Who is most likely to have these PMTS?*

*What are the most surprising aspects of Wakefield’s (2010) findings? What implications do these findings have for health care providers?*

**26 Pediatric Oncology (Continued)**

## Journal Club #3 - Choose ONE paper to read

Katz, L.F., Leary, A., Breiger, D., & Friedman, D. (2011). Pediatric cancer and quality of children’s dyadic peer interactions. *Journal of Pediatric Psychology, 36,* 237-247. doi:10.1093/jpepsy/jsq050

Fedele, D. A., Hullman, S. E., Chaffin, M., Kenner, C., Fisher, M. J., Kirk, K., Eddington, A. R., Phipps, S., McNall-Knapp, R. Y., & Mullins, L. L. (2013). Impact of parent-based interdisciplinary intervention for mothers on adjustment in children newly diagnosed with cancer*. Journal of Pediatric Psychology, 38,* 531-540. doi:10.1093/jpepsy/jst010

**Quiz 2 (online) Due Sunday October 29 by 11:59pm (75 points)**

**November**

**2 Pain and Pain Management**

*HPP5*, Chapter 11 (8 pages)

*HPP5*, Chapter 12 (10 pages)

<http://science.howstuffworks.com/environmental/life/human-biology/pain1.htm>

<http://www.hitl.washington.edu/projects/vrpain/>

Optional reading:

Hoffman, H. G., Chambers, G. T., Meyer III, W. J., Arceneaux, L. L., Russell, W. J. Seibel, E. J., Richards, T. L., Sharar, S., & Patterson, D. R. (2011). Virtual reality as an adjunctive non-pharmacological analgesic for acute burn pain during medical procedures. *Annals of Behavioral Medicine, 41,* 183-191.

doi:10.1007/s12160-010-9248-7

**Outline for Term Paper due Friday November 3, 2023 by 5:00pm. *(I will review and provide feedback over the weekend.)***

**7 WORK ON PAPER DAY (No Class)**

**9 Pain and Pain Management (Continued)**

## Journal Club #4 - Choose ONE paper to read

Earp, B. D., Monrad, J. T., LaFrance, M., Bargh, J. A., Cohen, L. L., & Richeson, J. A. (2019). Gender bias in pediatric pain assessment. *Journal of Pediatric Psychology, 2019,* 1-12. doi: 10.1093/jpepsy/jsy104

Schmitt, Y. S., Hoffman, H. G., Blough, D. K., Patterson, D. R., Jensen, M. P., Soltani, M., … & Sharar, S. R. (2011). A randomized, controlled trial of immersive virtual reality analgesia, during physical therapy for pediatric burns. *Burns, 37*, 61-68. doi:10.1016/j.burns.2010.07.007

**14 Solid Organ Transplantation**

*HPP5*, Chapter 28 (8 pages)

*HPP5*, Chapter 19 (11 pages)

*How might solid organ transplantation impact children’s adjustment?*

*How might mental health professionals in the hospital or outpatient treatment facility work with the family to ensure optimal mental health in transplant recipients?*

Recommended reading:

Simons, L., Anglin, G., Warshaw, B., Mahle, W., Vincent, R., & Blount, R. (2008). Understanding the pathway between the transplant experience and health-related quality of life outcomes in adolescents. *Pediatric Transplantation*, 12, 187-193.

**16 Transplantation, continued**

## Journal Club #5- Choose ONE paper to read

Fredericks, E. M., Lopez, M. J., Magee, J. C., Shieck, V., & Opipari-Arrigan, L. (2007). Psychological functioning, nonadherence and health outcomes after pediatric liver transplant. *American Journal of Transplantation, 7,* 1974-1983. Doi: 10.1111/j.1600-6143.2007.01878

Devine, K. A., Reed-Knight., B., Loiselle, K. A., Simons, L. E., Mee, L.

L., & Blount, R. L. (2011). Predictors of long-term health-related quality of life in adolescent solid organ transplant recipients. *Journal of Pediatric Psychology, 36*(8), 891-901. doi:10.1093/jpepsy/jsr007

**Rough Draft of Term Paper due on Friday, November 17, /2023 by 5:00pm.** ***(I will review and provide feedback over the weekend.)***

**21** Work on Paper (or travel… but please do be working on your papers!)

### **23 Thanksgiving Break**

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**28** **Sleep** (as a topic of study…. Please don’t sleep in class).

*HPP5*, Chapter 35 (11 pages)

*Why might quality of life be impacted by sleep disturbances?*

*Why may it be important to assess for sleep disturbances in children with a chronic illness? How may issues with sleep affect their health outcomes?*

### **30 Sleep (Continued)**

## Journal Club #6- Choose ONE paper to read

De Bruin, E. J., Bogels, S. M., Oort, F. J., & Meijer, A. M. (2015). Efficacy of cognitive behavioral therapy for insomnia in adolescents: A randomized controlled trial with internet therapy, group therapy and a waiting list condition. *Sleep, 38*(12), 1913-1926. doi:10.5665/sleep.5420

Beebe, D. W., Lewin, D., Zeller, M., McCabe, M., MacLeod, K., Daniels, S. R., & Amin, R. (2007). Sleep in overweight adolescents: Shorter sleep, poorer sleep quality, sleepiness, and sleep-disordered breathing. *Journal of Pediatric Psychology*, *32*(1), 69-79. doi:10.1093/jpepsy/jsj104

Long, A. C., Krishnamurthy, V., & Palermo, T. M. (2008). Sleep disturbances in school-age children with chronic pain. *Journal of Pediatric Psychology*, *33*(3), 258-268. doi:10.1093/jpepsy/jsm129

#### **December**

**5 Epilepsy**

*HPP5,* Chapter 25 (8 pages)

Wagner, J.L., Modi, A., & Smith, G. (2011). Commentary: Pediatric epilepsy: A good fit for pediatric psychologists. *Journal of Pediatric Psychology, 36* (4), 461-465. doi:10.1093/jpepsy/jsq109

Epilepsy Buddies (YouTube)

[*https://www.youtube.com/watch?v=Pgf8QIRQTmQ*](https://www.youtube.com/watch?v=Pgf8QIRQTmQ)

[*https://www.youtube.com/watch?v=k1WL8bTszK4*](https://www.youtube.com/watch?v=k1WL8bTszK4)

*What are some of the factors that make epilepsy difficult for children and adolescents? What ways are these difficulties manifested?*

*How can health and mental health professionals work together to assist with these issues?*

#### **7 Epilepsy (continued)**

## Journal Club #7- Choose ONE paper to read

#### Alsous, M., Hamdan, I., Saleh, M., McElnay, J., Horne, R., & Masri, A. (2018). Predictors of nonadherence in children and adolescents with epilepsy: A multimethod assessment approach. Epilepsy & Behavior, 85, 205-211.

Smith, A. W., Mara, C. A., & Modi, A. C. (2018). Adherence to antiepileptic drugs in adolescents with epilepsy. *Epilepsy & Behavior*, *80*, 307-311.

Xu, Y., Hackett, M. L., Glozier, N., Nikpour, A., Bleasel, A., Somerville, E., ... & Anderson, C. S. (2017). Frequency and predictors of psychological distress after a diagnosis of epilepsy: A community-based study. *Epilepsy & Behavior*, *75*, 190-195.

**Final Draft of Term Paper due on Friday, December 8, 2023 by 5:00pm.**

**15 Final Quiz due on Friday, December 15, 2023 at 4:00pm**

**Grading Rubrics**

## Rubric for Journal Club Entries

|  |  |  |
| --- | --- | --- |
| **Points** | **Grade** | **Description** |
| **15-14** | **A** | **Outstanding**. *Comprehensive but brief analysis of the selected article (including reason for the study, study methods, results, and conclusions) and an explanation of its relation to the assigned topic and your career goals. Writing is free of distracting typos or grammatical errors.* |
| **13-12** | **B** | **Very Good**. *Well-written review of the article (including reason for the study, study methods, results, and conclusions). Minor problems with accuracy or clarity. Still includes a coherent discussion of how the findings relate to your career goals in pediatric health or healthcare. Only minor typos or grammatical errors.* |
| **11-10** | **C** | **Average**. *Some problems with accuracy, interpretation, or inclusion of information gleaned from source. Vague description of how the findings relate to your chosen career. Typos or grammatical errors impact communication.* |
| **9-8** | **D** | **Below Average.** *Significant problems with quality of information. Unclear or absent description of how the findings relate to your chosen career. Significant and distracting typos or grammatical errors.* |
| **7-6** | **F** | **Poor.** *Response provides little insight into the article or is inaccurate. Substantial problems articulating main ideas accurately. Discussion section fails to relate to current topic or your career.* |
| **0** |  | **No credit.** *Response gives an inaccurate summary of article or does not relate to current topic. Summaries that demonstrate evidence of plagiarism will be given a score of 0.* |

**Journal Club Entry Template**

Your prospective careers in pediatric health and health promotion will require you to effectively **evaluate** and **apply** peer-reviewed research. For each topic covered in the course, the syllabus lists a number of articles from peer-reviewed journals that address issues in children’s health. These are identified as “*Journal Club Articles*.” For each Journal Club, you will read and review ONE (only one) article. You are required to turn in 6 reviews. These must be brought to class on the day of the *Journal Club* discussion indicated on the calendar, so that they can facilitate your discussion of the articles during class. (Also see example posted on Canvas)

A great *Journal Club Entry* will address (in complete sentences) each of the following:

* *What is the clinical issue that this article addresses? Why is it important?* (1-2 sentences)
* *What was the purpose of this study?* (1-2 sentences)
* *What has previous research said about this topic?* (1-2 sentences)
* *How does this study build on the previous literature*? (1-2 sentences)
* *Who were the study participants?* (1-2 sentences)
* *What kind of data did they use?* (1-2 sentences)
* *What were the general findings?* (1-3 sentences)
* *Why are these findings important?* (1-3 sentences)
* *How (specifically) could you use these findings in your practice?* (1-2 sentences)

**ABSC 529 Term Paper Grading Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Comments** |  |  | **Max** | **Your**  **points** |
| **Description of Condition/Illness and Context**   * Accurately and clearly identifies and describes the condition or illness. * Describes immediate and long-term impact of illness (and/or treatment) on HRQoL. * Describes health disparities related to condition (if applicable) * Accurately describes at least 2 ecological systems related to the condition (either as predictor or consequent) |  |  |  | 15 |  |
| **Description of intervention approaches designed to improve HRQoL in this population**   * Two independent interventions/approaches are described. * Descriptions include empirical (published, peer reviewed) evaluations of the interventions. * Models of health promotion used in the intervention accurately described * Efficacy/effectiveness of interventions are accurately described |  |  |  | 25 |  |
| **Paper makes empirical (data-based) recommendations for health care professional**   * Recommendations clearly relate to articles reviewed. * Recommendations address implications for practice in a specific health care profession. |  |  |  | 20 |  |
| Paper was written in standard English with **grammar** that facilitated the reader’s understanding of the topic |  |  |  | 15 |  |
| **Organization** of paper is clear  *NOTE: You will not have a method section in your paper since you are not collecting data. Your organization should mirror the required elements of the paper (above).* |  |  |  | 15 |  |
| **In**-**text citations** adhere to the APA Cheat Sheet that Dr. Steele gave you |  |  |  | 5 |  |
| **References (15+)** adhere to the APA Cheat Sheet that Dr. Steele gave you |  |  |  | 5 |  |
| Paper is free of plagiarism. *(Plagiarism results in automatic 0 on paper and referral to Department Academic Misconduct Review Panel)* |  |  |  | ✓ |  |
|  | |  | **Total** | 100 |  |