

兒童與青少年適應問題研究

Seminar on Children and Adolescents Adjustment

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| 課程代號：KPCN | 上課時間：每週三 晚間 6:30-9:20 |
| 開課期間：2024 年下學期 | 上課地點：N524 |
| 開課系所：心諮系 | 授課教師：Howard Fan (教授) |
| 授課分數：3 (選修 elective) | Office Hours: by appointment |
| 教學助理： | Tel: 分機 |
| | E-mail: howardfan@isu.edu |

課程概述 Course Description

本課程為興趣於兒童青少年心理工作之研究生設計，融合學童諮商輔導、特殊教育、兒童臨床心理、兒童早療與社會工作、企業員工兒童與家庭協助等實務整合理念，著重於兒童心理診斷、衡鑑與介入計畫形成所需知能，並從發展的觀點了解心理評估與撰寫整合性個案報告。內容將涵括兒童青少年心理病理 (child and adolescent psychopathology)、兒童與家庭接案衡鑑會談 (assessment interviewing)、行為觀察 (behavioral observation)、相關臨床測驗解讀參閱、臨床判斷 (clinical judgment)、鑑別診斷 (differential diagnosis)、與個案報告寫作 (psychological evaluation report writing)。課程目標在裝備學生有能力辨識兒童青少年與家庭心理議題、挑選與運用適當的心理評估工具與手段以搜集資料，進而協助診斷、進行個案構念化 (case conceptualization)、發展治療計畫、以及能將所搜集到的資料形成有意義的口頭與書面報告。

先修課程 Course Prerequisites

修過發展心理學、變態心理學或心理病理學、人格心理學及諮商理論與技術相關課程。本系大學部高年級同學期待未來朝兒童與學校心理發展、校內外諮商心理博士班期待補充實務基礎與廣博研究閱覽等研究生，均歡迎選修。

學習目標 Learning Objects

1. 能對於兒童青少年心理診斷有全面性的理解。
2. 能運用實務診斷知識來推展兒童心理健康服務之工作。
3. 與兒童青少年心理測驗工具與衡鑑理論的發展與時俱進，並了解相關心理評量工具。
4. 能整合不同來源的評估與測驗結果，並熟練運用 DSM-5 進行兒童心理之臨床判斷、形成診斷、訂定治療計畫或教育安置決定。
5. 能應用相關診斷與評估理念，建構對個案實務工作之基礎能力。

教學方式 Instructional Strategies

A seminar format will be used to discuss topics related to Childhood Psychopathology, 授課方式將包含講授、指定文獻閱讀、小組合作與報告、個案研討、心得報告等方式進行。

教學設計 Instruction Design:

Part one: 診斷與衡鑑、介入模式規劃基礎

著重對於培養心理診斷知能和概念；並能銜接先前訓練，將臨床診斷與介入、輔導原理與實務、社區心理衛生服務模式等處遇模式加以整合進入初步評估與輔導工作。

Part Two: 兒童青少年適應問題與臨床診斷綜覽/實務探討

從下列三大診斷叢集區塊和成人/相對人與關係議題，來探究各類型評估與治療，以及系統實務工作

1. 發展導向障礙類別診斷區塊：發展評估、早期療育、發展障礙與疾患、自閉光譜疾患
2. 外顯性障礙類別診斷區塊：ADHD、ODD/CD、情緒障礙大類
3. 內隱性障礙類別診斷區塊：憂鬱、焦慮、強迫症/OCD、飲食疾患
4. 青少年發展議題：拒學/懼學、網路成癮

Part Three: 兒童青少年適應問題與療育文獻探討

閱讀新近指定文獻與期刊，針對不同類型兒童心理困難進行診斷與處遇計畫之制定。

課程評量安排 Assignments & Evaluation:

1. 課堂參與(10%)：平時成績

上課的參與與出席，參與包括參與課堂討論與完成指定閱讀，每堂課會確認出席率，請在上課前兩小時與老師請假（除非緊急狀況）。Your active participation is essential to the success of this class. To earn full points for participation, you are expected to attend class and participate in class discussion, except in emergency or illness situations, in which you should notify the instructor at least two hours prior to class.

2. 小組報告(30%)：選定一個相關的主題進行課堂口頭與 PowerPoint 報告。

每人（或每組）選擇一個主題進行 60 分鐘的口頭報告與引導討論，口頭報告約 50 分鐘，帶領討論或回答問題約 10 分鐘。Each student (or student group) will select a topic of interest and prepare a 60-minute presentation for the class. Students will sign up for presentation topics to research, summarize, and present on a specific psychological disorder of childhood or adolescence (highlighted in the weekly class schedule below).

Your presentation should describe the selected disorder's **etiology 病原**, **pathology 病理 (its impact on daily functions)**, **any theory** that can help explain this disorder and guide its treatment, and **evidence-based interventions**. The presentation PowerPoint should be submitted to the instructor **24 hours before the presentation** in order to share with the entire class.

3. 文獻閱讀&個案討論(40%)：閱讀教師指定之新近文獻並完成四份個案研究作業。

This assignment is designed to develop skills in assessing practice cases **for case conceptualization and/or making differential diagnoses**. All students are expected to work on 4

case vignettes. They are required to provide support for their answers based on the readings in class and/or other additional scientific resources (e.g., journal articles, book chapters). Based on each case vignette, the students are required to answer questions (typed) and submit the essay responses by each deadline.

4. 期末統整報告(20%)：個別統整學期所學，完成一份期末報告之撰寫，毋須口頭報告。

The goal of this paper is to present a thorough review of one childhood disorder or a related issue to study more in-depth. This could be a disorder covered in class or not covered **as approved by the instructor**. You will **review the literature regarding the etiology, risk factors, and/or clinical course of the disorder**. You are encouraged to select a topic that will further benefit your practice or future research. Final papers should be at least 15 pages excluding title page, references, etc. Your paper should have an abstract and should adhere to APA format.

課程進度 Content Sequence

P.: Presenter (Group). *Act.: Activity.

| | 日期 | 閱讀進度/學習素材 | 研讀/學習活動 Act. | Note |
|---|------|--|--|------|
| 1 | 2/21 | 課程簡介與 Childhood Psychopathology | 梁培勇等(2015) Ch 1 - Becker et al (2018) Multidimensional measurement and practices | |
| | 2/28 | 和平紀念日(停課) | | |
| 2 | 3/6 | 雙因素心理健康模型 衡鑑與診斷- Psychological Assessment | 梁培勇等(2015) Ch 2-4 - Lazarus et al (2022) Transforming SMH services | |
| 3 | 3/13 | School-Based Mental Health Service and Screening | 發展史/兒童初談表 兒童行為量表/CBCL 個案討論 | |
| 4 | 3/20 | 自閉光譜疾患 | 梁培勇等(2015) Ch 11 Lord & Bishop (2015) | |
| 5 | 3/27 | 文獻閱讀&個案討論 (一) | | |
| | 4/3 | 校際活動週(停課) 個案診斷(練習一) due on 04/03 | | |
| 6 | 4/10 | 外顯性障礙：ADHD 2 students for this topic: | 梁培勇等(2015) Ch 5 - Hinshaw (2018) ADHD - Frick & Nigg (2012) | |
| 7 | 4/17 | 外顯性障礙：ODD/CD 2 students for this topic: | 梁培勇等(2015) Ch 6 - Frick & Nigg (2012) - Shaw & Shelleby (2014) Poverty and CD | |

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| 8 | 4/24 | 內隱性障礙：飲食疾患 2 students for this topic: | 梁培勇等(2015) Ch 14 - Keel et al (2012) | |
| 9 | 5/1 | 文獻閱讀&個案討論 (二) | | |
| 10 | 5/8 | 內隱性障礙：憂鬱症、雙向情緒障礙症 3 students for this topic: <i>個案診斷(練習二) due on 05/08</i> | 梁培勇等(2015) Ch 10 - Leschied et al (2018) Ch 16 for depression - Gotlib & Joormann (2010) cognition and depression - Mansell & Pedley (2008) - Rottenberg (2017) | |
| 11 | 5/15 | 內隱性障礙：焦慮症、強迫症/OCD 3 students for this topic: | 梁培勇等(2015) Ch 7 Leschied et al (2018) Ch 21 for social anxiety - Newman et al (2013) GAD - Abramowitz & Jacoby (2015) OCD | |
| 12 | 5/22 | 文獻閱讀&個案討論 (三&四) | | |
| 13 | 5/29 | 青少年發展議題：拒學/懼學 2 students for this topic: <i>個案診斷(練習三、四) due on 05/29</i> | - Elliott & Place (2019) School refusal | |
| 14 | 6/5 | <i>機場接機(停課)</i> | | |
| 15 | 6/12 | 青少年發展議題：網路成癮 2 students for this topic: <i>小組報告 PowerPoint due on 06/14</i> | O'Brien (2011) Addiction and dependence | |
| | 6/19 | <i>繳交期末統整報告 due on 06/19</i> | | |

指定教科書 Required Texts*

梁培勇等。(2015)兒童偏差行為 (第三版)。心理出版社。

延伸閱讀文獻

- Alan W. Leschied (Editor), Donald H. Saklofske (Editor), Gordon L. Flett (Editor) (2018). Handbook of School-Based Mental Health Promotion: An Evidence-Informed Framework for Implementation (The Springer Series on Human Exceptionality) 1st ed. Springer.
- Becker, K. D., Boustani, M., Gellatly, R., & Chorpita, B. F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child and Adolescent Psychology*, 47(1), 1-23.
- Lazarus, P. J., Doll, B., Song, S. Y., Radliff, K. (2022). Transforming School Mental Health Services Based on a Culturally Responsible Dual-Factor Model. *School Psychology Review*. 51(6), 755-770.

- Lord, C. & Bishop, S. L. (2015). Recent advances in autism research as reflected in DSM-5 criteria for autism spectrum disorder. *Annual Review of Clinical Psychology, 11*, 53-70.
- Frick, P. J. & Nigg, J. T. (2012). Current issues in the diagnosis of attention deficit hyperactivity disorder, oppositional defiant disorder, and conduct disorder. *Annual Review of Clinical Psychology, 8*, 77-107.
- Hinshaw S. P. (2018). Attention Deficit Hyperactivity Disorder (ADHD): Controversy, developmental mechanisms, and multiple levels of analysis. *Annual Review of Clinical Psychology, 14*, 291-316.
- Mansell, W. & Pedley, R. (2008). The ascent into mania: A review of psychological processes associated with the development of manic symptoms. *Clinical Psychology Review, 28*, 494-520.
- Gotlib, I. H. & Joormann, J. (2010). Cognition and depression: Current status and future directions. *Annual Review of Clinical Psychology, 6*, 285-312.
- Kanter, J. W., Busch, A. M., Weeks, C. E. & Landes, S. J. (2008). The nature of clinical depression: Symptoms, syndromes, and behavior analysis. *The Behavior Analyst, 31*, 1-21.
- Rottenberg, J. (2017). Emotions in depression: What do we really know? *Annual Review of Clinical Psychology, 13*, 241-263.
- Newman, M. G., Llera, S. J., Erickson, T. M., Przeworski, A. & Castonguay, L. G. (2013). Worry and generalized anxiety disorder: A review and theoretical synthesis of evidence on nature, etiology, mechanisms, and treatment. *Annual Review of Clinical Psychology, 9*, 275-297.
- Abramowitz, J. S. & Jacoby, R. J. (2015). Obsessive-Compulsive and Related Disorders: A Critical Review of the New Diagnostic Class. *Annual Review of Clinical Psychology, 11*, 165-186.
- Keel, P. K., Brown, T. A., Holland, L. A. & Bodell, L. P. (2012). Empirical classification of eating disorders. *Annual Review of Clinical Psychology, 8*, 381-404.
- Shaw, D. S. & Shelleby, E. C. (2014). Early-starting conduct problems: Intersection of conduct problems and poverty. *Annual Review of Clinical Psychology, 10*, 503-528.
- Elliott & Place (2019). Practitioner Review: School refusal: developments in conceptualisation and treatment since 2000. *Journal of Child Psychol Psychiatry. 60*(1), 4-15.
- O'Brien, C. (2011). Addiction and dependence in DSM-V. *Addiction, 106*, 866-867.

And other additional journal articles assigned by the instructor