PSYC 395 – ADHD Assessment and Treatment  - Spring 2007

Thursday 9:30 a.m.-12:15 p.m.  
Instructor: Betsy Hoza, Ph.D.
Location: 126A Dewey Hall  
Office: 226 Dewey Hall

The goal of ADHD Assessment and Treatment is to provide students with advanced knowledge of evidence-based assessment and treatment of childhood ADHD and related problems. Through critical reading of current literature, class discussion, and written assignments involving both study design and critiques of others’ work, students will acquire advanced skills relevant to future work.

Required texts:

Required readings that are not from the above text will be made available on a weekly basis in the Psych 1 TA Office on the 2nd floor of Dewey Hall.

Grading for this course will be based on the following components:
15% Class participation (preparedness, contributions, attendance)
10% 1st student debate
10% 2nd student debate
10% 1st presentation and critique of empirical article (3 page max.; single-spaced; 12 pt font)
10% 2nd presentation and critique of empirical article (3 page max.; single-spaced; 12 pt font)
10% 1st critique of a classmate’s proposal (3 page max.; single-spaced; 12 pt font)
10% 2nd critique of a classmate’s proposal (3 page max.; single-spaced; 12 pt font)
25% Grant or research proposal (20 page max.; double-spaced; 12 pt font)

Useful Tidbits:
1. 100% class attendance is expected. Missed classes will affect your class participation grade.
2. Student debates will occur in teams; team members will receive a collective grade. You should approach this task as if you are discussants at a symposium.
3. Written critiques of empirical articles should be written as if you are reviewing an article for a peer reviewed journal.
4. Written critiques of a classmate’s research proposal should be written as if you are a reviewer for an externally-funded grant sponsor (e.g., NIMH, NIDA).
5. You are NOT expected to already have discussant, empirical article and grant reviewing skills upon entry into the course. A major focus of the course is to help you develop these skills for the future.
6. It is acceptable, and even preferable, to focus your grant or research proposal on a project you wish to actually carry out (e.g., an NRSA submission, a dissertation project). Although this project may also be the focus of your independent research, it may NOT also be the focus of another course assignment.
7. Topics for your grant or research proposals do not have to focus specifically on ADHD as long as the topic is relevant to childhood externalizing disorders, broadly defined.
8. Grant or research proposals must include an introduction (review of relevant literature and rationale for the project), proposed method and description of measures, and proposed data analytic strategy.
PART I. ETIOLOGY AND ASSESSMENT (Weeks 1 - 7)

Week 1 - January 18, 2007

Understanding ADHD in the Context of Societal Myths and Controversies

Week 2 - January 25, 2007

Evidence-Based Assessment of Childhood ADHD

*Student presentation/critique option #1 ____________________

Diagnostic Agreement for ADHD as Compared to Other Disorders
Guest Speaker: David Rettew, M.D., Assistant Professor, Dept. of Psychiatry

Week 3 - February 1, 2007

Subtypes of ADHD: What Does the Evidence Indicate?


Student debate #1:
Yes, the same disorder ____________________ ____________________ ____________________
vs
No, not the same disorder ____________________ ____________________ ____________________
**Week 4 - February 8, 2007**

**Importance of Assessing Co-Morbid Disorders**


*Student presentation/critique option #2 ____________________


*Student presentation/critique option #3 ____________________

**Week 5 - February 15, 2007**

**Neuropsychology of ADHD – Part I**


*Student presentation/critique option #4 Ch 3: ________________

*Student presentation/critique option #5 Ch 4: ________________

**Week 6 - February 22, 2007**

**Neuropsychology of ADHD – Part II**


*Student presentation/critique option #6 Ch 5: ________________

*Student presentation/critique option #7 Ch 6: ________________

**Week 7 - March 1, 2007**

**Are Movement Difficulties Part of ADHD?**


*Student presentation/critique option #8 (both readings included) ____________________
PART II. TREATMENT FROM AN EVIDENCE-BASED PERSPECTIVE (Weeks 8 -14)

Week 8 - March 8, 2007

Evidence-Based Psychosocial Treatment Strategies for ADHD

*Student presentation/critique option #9 ____________________


*Student presentation/critique option #10 ____________________

Week 9 - March 22, 2007

Evidence-Based Pharmacological Treatment Strategies for ADHD

*Student presentation/critique option #11 ____________________


Evidence-Based Treatment Strategies for Adolescents with ADHD

*Student presentation/critique option #12 ____________________

Student research proposal ____________________

Critique of student proposal ____________________ ____________________
Week 10 - March 29, 2007

Multimodal Treatment Strategies for ADHD: Issues in Design and Interpretation


Student debate #2:
Initial treatment for ADHD should be medication

____________________     ______________________     ______________________

vs.

Initial treatment for ADHD should be behavior therapy

____________________     ______________________     ______________________

Student research proposal __________________

Critique of student proposal ___________________   ____________________

Week 11 - April 5, 2007

Social Impairment – Assessment and Treatment


Student research proposal ______________________

Critique of student proposal ____________________   ______________________
Week 12 - April 12, 2007

Family Factors in Assessment and Treatment of ADHD


Student research proposal  ____________________  
Critique of student proposal  ____________________  ____________________

Week 13 - April 19, 2007

What About Self-Concept? Is it Impaired? Should It Be Treated?


Student research proposal  ____________________  
Critique of student proposal  ____________________  ____________________

Week 14 - April 26, 2007

New Directions: Is Prevention a Possibility?


Student research proposal ________________

Critique of student proposal ________________  __________________