

DEVELOPMENTAL PSYCHOPATHOLOGY
PSY 607

Winter 1991
W 9:00-11:50
Rm. 156 Straub

Instructor:
E. Schaughency
395 Straub
346-3936; 4954
Office Hours:
UH: 2-3:30

Description: This course is intended as an overview of psychopathology in childhood for doctoral students in psychology. The class format will be roughly structured in the following manner: The course instructor will lead a lecture/discussion during the first two hours of the class covering the description, associated features, theories of etiology, developmental course, and prognosis of the childhood disorder(s) to be discussed that session. The remaining hour will be devoted to student presentation(s) discussing applied aspects of professional work with that population, as described below.

Assigned readings will come from the required text, Handbook of Child Psychopathology, 2nd ed., edited by Ollendick and Hersen (1989), the DSM-III-R, the Handbook of Developmental Psychopathology edited by Lewis and Miller (1990), and other selected readings. Readings not in the required text will be available through the Copy Center in the EMU Breezeway. As many students likely own the DSM-III-R, separate packets will be prepared for readings from the DSM-III-R and other sources.

Course requirements: Course requirements include: 2 essay examinations (a mid-term and a final), students presentations, and an annotated bibliography, as described below. Tests will cover lectures and assigned reading materials. Exams will be taken out of class, but should be treated as an in-class essay exam (i.e., write for a maximum of two hours, no references). Students will pick up the exam during the assigned week from the Clinic secretary and return it to her when they are finished.

Student presentations will be based on a literature review of an applied aspect of a topic to be discussed in class (e.g., methodological, assessment, or treatment issues with a particular population). Student presentations will be made on the day topics are discussed in class and should be approximately 20-30 minutes in duration. In preparation for their presentation, each student should read at least 10 professional papers in that area. Appropriate sources would include articles from professional journals and book chapters. References to professional journal articles indexed by topic may be found in Psychological Abstracts or Index Medicus. The student should prepare an annotated bibliography of their literature review to be distributed as handouts to the class the day of their presentation.

An annotated bibliography is a list of references with an abstract or summary of each reference. The bibliography should be written in APA style; it should be organized, perhaps with subheadings and integrative statements. Abstracts for each reference should represent the student's synopsis of the paper: Copying the author's abstract is unacceptable and constitutes plagiarism, a violation of the Ethical Principles of Psychologists as well as the academic code. Objectives of the assignment:

- 1) To familiarize the student with conducting a library search on a topic within the field of child psychopathology
- 2) To give the student experience in interpreting and communicating the results of empirical work in this area
- 3) To give students an appreciation for the implications of the clinical phenomenon for work with these populations

Grading: Grades will be based on student performance on the two examinations, student presentations, and the annotated bibliography, as shown below:

Mid-term Examination	100 pnts.	33%
Final Examination		
Final Half of Course	100 pnts.	33%
Mid-term Make-up	(100 pnts.*)	*
Presentation	50 pnts.	17%
Annotated Bibliography	<u>50 pnts.</u>	<u>17%</u>
Total	300 pnts.	100%

Of the 300 possible points, anyone earning:

A total of 270-300 will receive an	A
A total of 240-269 will receive a	B
A total of 210-239 will receive a	C
A total of 180-219 will receive a	D

Less than a total of 180 points will receive an F

Based on the actual distribution of grades, this criterion might be relaxed, but not stiffened.

*Make-up policy: There will be a section on the Final Exam which will serve as a make-up section for the Mid-term. If a student misses the mid-term, (s)he will take the appropriate make-up section of the final, which will then serve as the grade for the mid-term. Other students may take the make-up section if they wish. The higher of the two scores (mid-term or make-up section) will be used in computing the course grade for those taking the optional make-up section.

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SYLLABUS

WEEK OF:	TOPIC:	ASSIGNMENT:
1/9	Basic Issues Choose Presentation Topic	Ollendick & Hersen ch. 1,2,3 DSM-III-R pp. 15-28
	Developmental Disorders	
1/16	Mental Retardation	Ollendick & Hersen ch. 4 DSM-III-R pp. 28-33 Grossman ch. 3 Lewis & Miller ch. 30
1/23	Pervasive Developmental Disorders	Ollendick & Hersen ch. 6 DSM-III-R pp. 33-39, 187-196 Lewis & Miller ch. 28, 29
1/30	Learning & Language Disorders	Ollendick & Hersen ch. 5 DSM-III-R pp. 39-49, 85-89 US Interagency Committee on LD, Rev. def. of LD Coles (1989) Piacentini (1986)
MID-TERM EXAM: TO BE TAKEN SOMETIME BETWEEN CLASS 1/30 AND 2/6: PICK UP FROM BARBARA PLATZ, PSYCHOLOGY CLINIC		
	Disruptive Behavior Disorders	
2/6	Attention Deficit/Hyperactivity Disorder	Ollendick & Hersen ch. 7 DSM-III-R pp. 49-53, 95 Lewis & Miller ch. 7, 8
2/13	Conduct Disorder	Ollendick & Hersen ch. 8 DSM-III-R pp. 53-58 Lewis & Miller ch. 10, 11
2/20	Anxiety & Depressive Disorders	Ollendick & Hersen ch. 10, 11 DSM-III-R pp. 58-64, 213-214, 218-224, 228-233 Gittelman ch. 7
2/27	Stereotyped Movement Disorders	Ollendick & Hersen ch. 13, 14 DSM-III-R pp. 78-82, 93-95 Koenig & Bornstein (1990) Schaughency et al. (1986)

3/6 Disorders of Ollendick & Hersen ch. 15
Biological Needs: DSM-III-R pp. 69-71, 82-85,
Enuresis, 91-93
Encopresis Lachenmeyer & Davidovicz
Pica, (1986)
Rumination Disorder, Feldman (1986)
and Reactive Singh (1984)
Attachment Disorder
of Infancy

FINAL EXAM: TO BE TAKEN SOMETIME BETWEEN CLASS 3/6 AND
5:00PM 3/13; PICK UP FROM BARBARA PLATZ, CLINIC SECRETARY

PRIOR EXPERIENCES IN THE AREA OF DEVELOPMENTAL
PSYCHOPATHOLOGY

NAME: _____

Prior graduate coursework (Title):

Prior clinical training with child populations:

Prior professional experience with child populations:

Prior undergraduate coursework:

Prior undergraduate clinical training/experience:

PREFERENCE FOR PRESENTATION/BIBLIOGRAPHY TOPIC FOR PSY 607

NAME: _____

Please list your preferences for topics for the presentation/bibliography assignment. Note both the general topics and specific aspect of those topics on which you would like to present in class. Return to instructor by the end of break during the first class period. Topics will be assigned following the break.

GENERAL TOPIC:
(e.g., Mental Retardation)

APPLIED ASPECT:
(e.g., Assessment)

- 1.
- 2.
- 3.