

## Psychology 610: Childhood Psychopathology Winter, 2004

Location: Thursdays, 1:30 – 4:20 p.m. Straub 156

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### Course Overview and Objectives:

Overview. This graduate level clinical psychology course covers child psychopathology. An empirically-based developmental psychopathology perspective will be featured, with an emphasis on conceptual and scientific issues and methods in the study of developmental psychopathology. We will review models of developmental psychopathology for a range of child syndromes. With each syndrome possible biological, genetic, familial, and social-cultural causal factors will be examined, and tied to issues in assessment/treatment.

Objectives. It is hoped that through this course students will: (1) become fluent with the details of descriptive child psychopathology (i.e. the symptoms and syndromes in the current classification systems used in clinical practice); (2) Become familiar with the framework(s) of developmental psychopathology and major risk and protective processes, including the potential interplay of biological and psychosocial factors in development; (3) Understand a variety of advanced conceptual models and issues to be considered in conducting scientific investigations of the underpinnings of developmental psychopathology.

Format and Requirements. The course will meet once weekly on Thursday afternoons. This is a small seminar format. Class meetings will include lecture-like presentations by the instructor and participants, group discussion, and student paper presentations during the last week of the quarter. Regular attendance and participation in seminar discussion is expected, and consequently, it is expected that students will scrutinize readings closely.

Assignments. The course assignments include the following: (1) prepare and co-lead class discussions on readings, (2) contribute discussion questions for material to be presented by others, (3) a term paper, and (4) an in-class presentation of your term paper.

***Required Texts (available in bookstore):*** Additional readings will be assigned for each week.

Mash, E.J., & Barkley, R.A. (2003). *Child Psychopathology – 2<sup>nd</sup> Edition*. New York: Guilford Press. (**M&B** below)

Pennington, B.F. (2002). *The Development of Psychopathology: Nature and Nurture*. New York: Guilford Press. (**Penn** below)

Week	Topic	Readings: (additional articles will be assigned for each week)
1 (1/8)	Introduction to course	
2 (1/15)	Models of child psychopathology; taxonomies	M&B pp. 24 - 54 Penn ch. 1
3 (1/22)	Biogenetic, cognitive, ecological, and integrative approaches	Penn ch 2
4 (1/29)	Depression	M&B ch 5 Penn pp. 102-125
5 (2/5)	Anxiety; OCD/tourettes	M&B ch. 6 Penn pp. 125 – 143; 195 - 208
6 (2/12)	CD/ODD; Substance abuse	M&B ch 3 Penn pp. 176 - 195
7 (2/19)	ADHD; Eating disorders	M&B ch 2 Penn pp. 162-172
8 (2/26)	Autism Spectrum; Schizophrenia	M&B ch 9 & 10 Penn 223-247
9 (3/4)	Learning disorders; mental retardation	M&B ch11 & 12
10 (3/11)	Child maltreatment; health related disorders	M&B ch 14
11 (3/18)	Student paper presentations	

## Requirements and Grading

Lead in-class discussion(s). Students will be responsible for presenting articles and leading class discussions of disorders. Groups of 2 to 3 students will be responsible for assigning 2 to 4 background readings to the class (these must be handed out at least one week prior to the class meeting), and for presenting an overview of the disorder in question. The expected format for these presentations will be discussed in seminar, and grades will be related to the completeness and clarity of the presentations. Although students will present in groups, it is expected that groups will divide the topic in an equitable manner, and individual rather than group grades will be assigned. The following issues related to each week's topic should be addressed: epidemiology/developmental course; genetics (quantitative or molecular); psychobiology; intraindividual processes (cognitive or emotional processes); family relations; sociocultural effects; implications of developmental models for prevention/intervention. Additionally, if you have been involved in research or clinical work related to any of the disorders we will be considering, I encourage you to share your experiences or research findings in class.

Discussion questions: In weeks when you are not presenting material, you must prepare at least one discussion question related to each reading each week. These should not be factual/content questions, but rather should be geared towards facilitating a discussion related to the material at hand. For instance, you may wish to formulate questions that highlight unresolved issues or conflicts in the literature, or bring in topics from other literatures with which you are familiar that you believe may shed new light on a given domain. All questions must be emailed to me and to the presenters by Wednesday at noon so that these questions can help to structure the seminar discussion.

Term paper: The term paper is intended as practice for writing the types of literature reviews required for theses, dissertations, published empirical articles, and grant proposals, and in formulating testable research hypotheses using a developmental psychopathology framework. For your paper, you will be expected to develop a research proposal, consistent with developmental psychopathology principles. The topic will be of your choosing, but it must correspond to the RFA handed out in class. As such, the proposed research must clearly be based upon the principles of developmental psychopathology. The paper should be no more than 15 pages in length. I would like to encourage succinctness in your work, so do not feel compelled to use all 15 potential pages.

To ensure that you are on track with the paper, the **paper topic** must be cleared with the instructor prior to proceeding, and in any event no later than **1/29**. The best way to do this is to provide the instructor with a written (3-5 sentence) proposal of what your paper will be about. For students who would like additional formal feedback prior to turning in the final paper, I am willing to consider rough drafts up to two weeks before the final paper is due.

The **final version of the term paper** is due in class on **the last day of the term**. If you foresee a conflict or a problem meeting this deadline, you may complete the paper earlier.

or arrange for an alternative due date with the instructor no later than 2/6. If a paper is handed in late, penalty points will be deducted (2 points/day).

Grading Plan for Papers: Each paper will be graded on the following criteria:

*Organization/clarity:* (e.g., logical flow of material, clear definition of the topic, writing that is easy to follow, well composed and readable; includes but not limited to mechanics (spelling, grammar, punctuation, explanation of unusual terms))

*Depth and quality of coverage of background and significance:* (synthesis and critique of background material, identification of relevant gaps in our understanding, hypotheses framed well, developmental perspective considered.)

*Quality and developmental relevance of research design:* (extent to which you consider both the strengths and weaknesses of your chosen design, appropriateness of method to research question/hypotheses, and integration of developmental psychopathology perspective into research design).

In-Class Presentation. The last class meeting, **3/18**, will be devoted to presentations of your papers. Each presentation will be approximately 10 to 15 minutes in duration. Your presentation should focus on the rationale for your research project, frame your hypotheses, and illustrate your research methods and expected results. Please prepare a handout for your colleagues that includes a brief description of the research proposal and key references you think people should have. Grades for in-class presentations will be on a zero (no points if presentation not made) to 10-point scale.

### **Grading for Class:**

1. Presentation of disorders	40 points
2. Discussion questions	10 points
2. Final Paper	40 points
3. Paper presentation	10 points

### **Course Grade:**

A=90 -100 points  
B=80 - 89.9 points  
C=70 - 79.9 points  
Not passing < 69.9 points