

Psychology 480/580: Developmental Psychopathology Spring 2005

Instructor: Theodore W. Gardner, 328 Straub Hall

Office Hours: Thursday, 3:30-5:00pm, and by appointment

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Course Overview and Objectives:

Overview. This undergraduate level course emphasizes an empirically-based developmental psychopathology perspective, with an emphasis on the biological and environmental risk and protective factors that shape abnormal and normal developmental trajectories. We will review fundamental and advanced models of developmental psychopathology. Of particular interest will be the associations between biopsychosocial risk factors and the development of resilience and psychopathology in developing children. The class will devote considerable attention to family functioning and other interpersonal relationships as sources of risk. To understand fully what is meant by “the associations” between child, family and development – both typical and atypical, the course will also consider ontogenetic, biochemical, genetic, biological, physiological, cognitive, socio-cognitive, socioemotional, environmental, cultural, and societal influences on human development. Course prerequisites: PSY 302/303; background in developmental psychology (e.g., PSY375/475/478).

Objectives. It is hoped that through this course students will: (1) 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. (2) Understand a variety of advanced conceptual models and issues to be considered in conducting scientific investigations of the underpinnings of developmental psychopathology. (3) Improve their technical writing skills.

Format and Requirements. The course will meet twice weekly on Tuesday and Thursday afternoons, 2-3:20pm. Class meetings will include didactic lectures by the instructor, frequent guest presentations, films and discussion of films, and occasional group activities.

Regular attendance and participation in class discussion is expected. The reading demand for this course is moderate. However, it is expected that participants will scrutinize the material closely.

Required Readings (available in bookstore):

Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). Developmental psychopathology and family process: Theory, research, and clinical implications. New York: Guilford Press.

Mash, E. J., & Wolfe, D. A. (2005). Abnormal Child Psychology, 3rd Edition. Belmont, CA: Thompson Wadsworth.

Readings (to be uploaded to Blackboard)

Using Blackboard

The web site for this course is constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), links to relevant web sites, readings, integration assignments, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](#) (ITC).

Course Requirements/Assignments

- 1. Class participation and attendance.** You are expected to attend class. Some topics not found in the readings will only be covered in lecture. In addition, there will be some in-class activities in which you will be expected to participate. Furthermore, your contributions to the class are a potentially valuable resource to the other class members. I strongly recommend planning to attend EVERY class. If you know that you must miss a class, or leave a class early, I would appreciate you telling me in advance.
- 2. Film presentation and brief thought paper.** You will be assigned to a specific lecture along with a group of your colleagues. For that lecture, your group will be asked to identify a film and a 5-8 minute clip from the film that helps to dramatize the theme being covered in a specific lecture. For example, you might be assigned to the lecture on "Parents and parenting as risk," and with your group, you will identify a film (e.g., "This Boy's Life") that helps to dramatize the potentially negative effects of disordered parenting on children's development. These film presentations will be scheduled throughout the term, starting in the 3rd week of class (i.e., you might present in week 3 or in week 7!). Plan to meet with your group in advance of your assigned lecture to discuss movie options.

In addition, on the day that you are assigned to show a clip, you will also turn in a 2 page thought paper about the film and its general or specific relationship to the content of the course.

Note about film selection: As we are all adults, it is reasonable to select films with graphic content. However, it is not acceptable to select a film just for the shock value. No points will be awarded to a group if the film selection seems tangential or cannot be used to stimulate a discussion that helps to illuminate the lecture (and reading) for any given day. ALSO, please provide your classmates with a warning prior to showing a film if it might be difficult to watch.

- 3. Exam.** There will be 1 exam in this course. The exam is designed to test the theoretical material covered in readings and lectures. The purpose is to ensure adequate mastery of the fundamentals of developmental psychopathology prior to focusing on specific topics presented by the instructor and guest lecturers within the developmental psychopathology

framework. One week before the exam you will receive a set of short answer and longer essay questions to prepare. With the exception of multiple-choice questions, your exam will come from a subset of the study guide questions that you have prepared. There will be no make-up or rescheduled exams, except in extraordinary circumstances and with legitimate documentation.

4. **Integration Assignments.** There will be 10 integration assignments in this course. Each integration assignment is designed to allow you to integrate material presented by guest speakers with material from the assigned readings as well as past class presentations and discussions. Each integration assignment will be available on Blackboard immediately following class and will be accessible for 48 hours. Integration assignments will consist of two short answer questions and one longer essay in which you will discuss the material presented during the lecture within the context of material discussed during this course. You will have 30 minutes to complete each integration assignment once you have started it.
5. **Link popular press article with original scientific report.** This assignment requires that you (1) identify a story or article that has appeared in the mainstream press/media (including online) covering research that would be relevant to this course (e.g., causes of ADHD, adolescent brains and capital punishment, effects of same sex parents, drugs for children); once you identify the popular press article, you must then (2) locate the original scientific (i.e., empirical) article. Your assignment is to determine the aims and the reported findings of the original scientific article in order to evaluate how accurately and thoughtfully the popular press article characterized the study. Present your critique in a 3-5 page paper, which will be due in class on 2/14. Along with your paper, you must turn in copies of both the popular press article and the empirical article.
6. **Term paper.** You will write a term paper on a topic of your choice. In this paper you will explore the relation between one or more specific risk factors and a specific child outcome. Without being exhaustive, the term paper is intended as practice for writing the types of literature reviews required for honors theses. A detailed paper guide will be handed out in Week 3.

Papers are to be 12-15 typed text pages (**DOES NOT INCLUDE** title or reference pages) in a readable font, no greater than 12 point, double-spaced, left justified, and with margins of one inch at the top, bottom, left side and right side (these are consistent with the APA style), and use APA style.

Critical Dates:

- a. The paper topic must be cleared with the instructor prior to proceeding, and by no later than **1/24**. The **ONLY** way to do this is to provide the instructor with a typed hardcopy proposal (1 paragraph) describing your paper's focus.
- b. You will write a first draft to hand in by **3/2**. At that time, you will hand in 2 copies: one for the instructor and a copy for a peer/classmate to review. The first draft will be reviewed for organization, use of DP theory, and clarity, but it will not be graded, except to note that it was turned in with clear level of

effort (25 points). It is to your advantage to make the first draft relatively good, as this will enable you to improve upon your "usual" work for the term paper.

- c. The final version of the term paper is due in instructor's Straub box by **Tuesday, 3/14**. If a paper is handed in late, penalty points will be deducted for lateness (see below).

Grading Plan for Papers: Roughly, papers will be graded on the following criteria:

- a. Organization (e.g., logical flow of material, judicious use of headings, clear definition of the topic and summary of what the paper said).
- b. Use of developmental psychopathology theory as the organizing framework for your paper's thesis.
- c. Depth of coverage/agility of discussion (synthesis and critique of the material, in addition to helpful synopsis of key findings in the literature.)
- d. Originality -- extent to which the paper represents an interesting or compelling perspective on the literature in order to shed light on what the field knows and needs to know.
- e. Clarity -- writing that is easy to follow, easy to understand, well composed and readable; includes but not limited to mechanics (spelling, grammar, punctuation, explanation of unusual terms).

- 7. Peer review critique of rough drafts.** You will be asked to read and critique a classmate's paper in a 2-3 page feedback letter. The goal of this assignment is to provide your colleague with ideas and suggestions that could improve their final paper. You should (a) summarize the main focus/argument of the paper so the author can see how it is being read, (b) highlight strengths of the paper, (c) point to conceptual issues, gaps in logic, contradictions, areas of confusion that weaken the paper's impact, (d) note any technical problems that impede the paper's success (e.g., over-reliance on quotes, lack of APA format). In addition, feel free to add some reflection on the topic that the paper may have made you wonder about--this can be helpful to the author in considering related issues. You will receive your colleague's first draft on 3/2. **Due date: your peer-review will be due in class on 3/7 – Note that this is a quick turn-around.**

Writing Assistance

If you feel that your writing abilities may be a hindrance and prevent you from expressing your thoughts in a clear and concise manner, I encourage you to seek the services of the Writing Lab at the Academic Learning Services (ALS) (68 PLC, phone 6-3226). The Writing Lab (room 72, PLC) is available to all University students on a walk-in basis, and is open Monday-Friday, 9am-4pm. In general, all papers benefit significantly from feedback from others, thus it is encouraged that students have their papers read for typos, awkward phrasing, and clarity prior to turning them in.

Assignment due dates and tardiness policy

The due date and time for each assignment is specified. Due dates are taken seriously and tardiness is penalized. If an assignment is turned in after the designated date it is considered 1-day late with a 10% penalty. Each subsequent day rolls over at 4pm, with an additional 10% penalty. If you cannot be in town the day an assignment is due, you must TALK with me IN PERSON *before* the due date and make alternative arrangements (a message on my voice mail or via e-mail will not be sufficient). In case of unforeseen events that prevent you from either turning in your assignment on time, or arranging to have somebody else turn in your assignment for you, exceptions may be accommodated but only with legitimate documentation of the excuse. No other exceptions will be made.

Grading Points & Scale

1. Film selection and brief thought paper: 25 points
2. Exam I: 100 points
3. Integration Assignments: 100 points (10 at 10 pts each)
4. Popular press assignment: 50 points
5. Paper topic clearance: 10 points
6. Rough Draft: 25 points
7. Peer review: 50 points
8. Term paper: 100 points

TOTAL 460 points

Tentative Grading Scale

414-460 = A range

368-413 = B range

322-367 = C range

276-321 = D range

Below 276 = F

Weekly Schedule (Subject to Change as Course Develops)

	Dates	Topic	Readings	Due
Week 1	Tue, Jan 10	Introduction to Course and D&P Fundamentals	M & W: Chapter 1	
	Thu, Jan 12	Theory of Developmental Psychopathology	Cummings: Chapters Intro, 1, 2	
Week 2	Tue, Jan 17	Longitudinal and Pathway Research	Cummings: Chapters 3 & 4	
	Thu, Jan 19	Risk Factor Research	Cummings: Chapter 5	
Week 3	Tue, Jan 24	Biopsychosocial Risk	M & W: Chapter 2	Term Paper Topic
	Thu, Jan 26	Assessment & Diagnosis	M & W: Chapter 4 Cummings: Chapter 10	
Week 4	Tue, Jan 31	Prevention and Intervention	Cummings: Chapter 11	
	Thu, Feb 2	EXAM I		
Week 5	Tue, Feb 7	Temperament as Risk	Readings #1 & 2	Integration Assignment #1
	Thu, Feb 9	Infant-Parent Process as Risk Guest: Megan McDade	Readings #3 & 4	Integration Assignment #2
Week 6	Tue, Feb 14	Parent-Child Systems and Parenting as Risk	Cummings: Chapters 6 & 7	Popular Press Assignment
	Thu, Feb 16	Marital Processes as Risk	Cummings: Chapter 8	
Week 7	Tue, Feb 21	Child Maltreatment and Non-Accidental Trauma Guest: Carolyn Allard	M & W: Chapter 14 Reading #5	Integration Assignment #3
	Thu, Feb 23	School and other Systems as Risk and Protective Factors Guest: Becca Silver	Readings #6 & 7	Integration Assignment #4
Week 8	Tue, Feb 28	Comorbidity	Readings #8 & 9	Integration Assignment #5
	Thu, Mar 2	Risk Factors for Depression Guest: Arin Connell, Ph.D.	M & W: Chapter 8 Reading #10	Term Paper First Draft Integration Assignment #6
Week 9	Tue, Mar 7	Context and Culture as Risk & Protection Guest: Miwa Ogo	Readings #11 & 12	Peer Review Integration Assignment #7
	Thu, Mar 9	Psychophysiology in Developmental Research Guest: Jennifer Tininenko	Readings #13 & 14	Integration Assignment #8
Week 10	Tue, Mar 14	Risk Factors for Antisocial Behavior: Peer Processes Guest: Tim Piehler	M & W: Chapter 6 Reading #15	Term Paper Final Draft Integration Assignment #9
	Thu, Mar 16	Friendship and Peer Similarity as Risk & Protection Guest: Mike Myers	Readings #16 & 17	Integration Assignment #10