

Psychology 480/580: Developmental Psychopathology Spring 2005

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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 ontogenic, 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, 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 don't plan to take attendance regularly, but I may do so periodically (e.g., during small group meetings and discussions) and absences will count against your participation grade. 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. **In-Class Midterms**. There will be 3 in-class midterms, 4/19, 5/10, and 6/6, designed to test the theoretical material covered in readings and lectures. One week before each midterm, 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. **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 4/28. Along with your paper, you must turn in copies of both the popular press article and the empirical article.
5. **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 **4/14**. 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 **5/19**. 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 (20 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, 5/31**. 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).

6. **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 5/19. **Due date: your peer-review will be due in class on 5/24 – 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. In addition, tips on writing and editing papers will either be posted on a course web-page or circulated by e-mail.

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. Midterm Exam I:	100 points
3. Midterm Exam II:	100 points
4. Midterm Exam III:	100 points
5. Popular press assignment:	50 points
6. Paper topic clearance:	10 points
7. Rough Draft:	25 points
8. Peer review:	40 points
9. Term paper:	100 points
10. Attendance:	50 points

TOTAL	600 points
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Tentative Grading Scale

540-600 = A range
480-540 = B range
420-480 = C range
360-420 = D range
Below 360 = No Pass

Dates		Topic	Readings
Week 1	Tue, 3/29	Introduction to Course and D&P Fundamentals	*~*~*~
	Thu, 3/31	Theory of DP	Cummings Chps. Intro, 1, & 2
Week 2	Tue, 4/5	Longitudinal and Pathway Research	Cummings, Chps. 3 & 4
	Thu, 4/7	Risk Factor Research	Cummings Chp. 5
Week 3	Tue, 4/12	Biology as Risk	Mash & Wolfe Chp. 2 Reading 1
	Thu, 4/14	Context & Culture as Risk Guest: <i>Cindy Liu</i>	Readings 2, 3
Week 4	Tue, 4/19	Midterm Exam 1	*~*~*~
	Thu, 4/21	~NO CLASS~	*~*~*~
Week 5	Tue, 4/26	Temperament as Risk Guest: <i>Laura Backen, PhD</i>	Readings 4, 5
	Thu, 4/28	Parents and parenting as risk Guest: <i>Mike Meyers</i>	Cummings Chps. 6 & 7
Week 6	Tue, 5/3	Infant-parent processes as risk Guest: <i>Megan McDade</i>	Readings 6, 7
	Thu, 5/5	Parenting cognitions as risk Guest: <i>Linda Ivy</i>	Cummings Chp. 9
Week 7	Tue, 5/10	Midterm Exam 2	*~*~*~
	Thu, 5/12	Teacher-Child Relationship as Risk and Protection Guest: <i>Rebecca Silver</i>	Readings 8, 9
Week 8	Tue, 5/17	Marital processes as risk	Cummings Chp. 8
	Thu, 5/19	Risk factors for depression ~ Guest <i>Arin Connell, PhD</i>	Mash & Wolfe Chp. 8 Reading 10
Week 9	Tue, 5/24	Risk factors for eating problems	Mash & Wolfe Chp. 13 Reading 11
	Thu, 5/26	Risk factors for antisocial behavior Guest: <i>Ted Gardner</i>	Mash & Wolfe Chp. 6 Reading 12
Week 10	Tue, 5/31	Prevention & treatment of developmental psychopathology	Cummings Chp. 11
	Thu, 6/2	Wrap-up	*~*~*~
~ Midterm Exam 3 Monday, June 6, 1pm ~			