

## Psychology 480: Development and Psychopathology

Fall 2006

Instructor: Megan McDade, 351 Straub Hall  
Office Hours: Tuesday, 11:00a.m–12:00p.m., and by appointment  
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Class meetings: Tuesday and Thursdays, 8:30–9:50a.m.

### Course Overview and Objectives

This course will provide an introduction to the study of risk and protective factors in the development of psychopathology in children and adolescents. The course will emphasize the developmental psychopathology approach and considerable attention will be devoted to examining research related to the impact of various family characteristics on the development of psychopathology in children and adolescents. The course is split into three general sections: theory and methods (weeks 1 and 2), examination of categories of risk factors (weeks 3 – 6), and examination of specific diagnostic categories, assessment, and treatment (weeks 7 – 10). By the end of this course, students should 1) develop an understanding of the developmental psychopathology framework and its implications for research and treatment 2) develop an understanding of some of the primary empirically supported risk factors for the development of psychopathology in children and adolescents.

### Required Texts

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*, 3<sup>rd</sup> Edition. Belmont, CA: Thompson Wadsworth.

Supplemental Readings (*will be available on Blackboard*)

### Blackboard

Throughout the quarter, important information (including course assignments, supplemental readings, assignment and exam grades, and other information) will be posted on the course Blackboard site, which can be found at <http://blackboard.uoregon.edu>. If you need help using Blackboard, you can visit the Information Technology Center (located in Knight Library). It is important that you log-on and view the course Blackboard site during the first week of classes, so that you can resolve any login difficulties.

### Course Requirements

1. **Class Participation**: Attendance at every lecture is important to mastering course content and thereby to being successful in this course. Some material covered in lectures will not be covered in the course readings. Throughout the quarter, there will be 6 in-class participation exercises. Five of these will be counted toward your final grade. Your scores on these exercises, in addition to a score for your participation in class discussions, will be combined to determine your final participation grade.

2. **In-Class Midterms**: There will be two in-class midterms (**10/10 and 11/2**), which will comprise both short answer and multiple-choice questions. One week prior to each exam, you will receive a list of short answer questions designed to help you prepare for the exam. The short-answer questions on the exam will be drawn from the list that you receive prior to the exam. ***There will be no makeup or rescheduled exams, except in cases with legitimate documentation.***
3. **Popular Press Paper**: For this paper, you will identify a popular press article that discusses a recent research finding relevant to the material covered in this course. After identifying this article, you will locate the original empirical article that the popular press article referenced. After reading both articles, you will write a 3-5 page (double-spaced) paper evaluating how well the popular press paper reported on the aims and findings of the empirical study. A detailed assignment description will be handed out in week 2. This paper is ***due at the beginning of class on 10/26.***
4. **Final Exam**: Approximately 75% of the final exam will focus on material from week 7 on, while 25% will be cumulative in nature. Like the midterms, you will receive a list of short answer questions 1 week prior to the exam, to help you prepare. The exam will comprise both multiple choice and short answer questions and the short answer questions will be drawn from the list that you receive prior to the exam. As with the midterms, ***there will be no makeup or rescheduled exams, except in cases with legitimate documentation.***
5. **Final Paper**: You will write a 12-15 page (double-spaced) final paper on the topic of your choice. The paper is intended to be a literature review on a topic relevant to current research in developmental psychopathology. A detailed guide to the paper assignment and grading plan will be handed out in week 3 and a paper proposal will be ***due at the beginning of class on 10/19.*** The final paper will be ***due at the beginning of class on 11/30.***

### Writing Assistance

For both paper assignments (popular press paper and final paper), points will be deducted for a lack of writing clarity and typos/grammatical errors. I recommend that you have your papers proofread by another person prior to handing them in. In addition, the ***Writing Lab*** is located at ***Academic Learning Services (ALS) (68 PLC, phone 6-3226)*** and is available to all University students on a walk-in basis.

### Policy on Late Assignments

Assignments are due at the ***beginning*** of class on the date indicated. Assignments turned in after the beginning of class up until 4pm on the due date will receive a 10% deduction for lateness. Following that, an additional 10% will be deducted for each day of lateness (lateness will be calculated with each day rolling over at 4pm). Exceptions will be made only with legitimate documentation.

#### IMPORTANT NOTES:

- Assignments will NOT be accepted electronically. If you turn in an assignment late, you must turn it in at the psychology main office in Straub Hall.
- For the final paper, late assignments will not be accepted after 12/4. If you have not turned in your final paper by 12/4, you will receive a zero for the assignment.

## Grading Guidelines

1. Midterm Exam 1: 100 Points
  2. Midterm Exam 2: 100 Points
  3. Final Exam: 150 Points
  4. Popular Press Paper: 50 Points
  5. Paper Proposal: 25 Points
  6. Final Paper: 100 Points
  7. Class Participation: 75 Points
- TOTAL: 600 Points**

## Tentative Grading Scale

540 – 600 = A range  
480 – 539 = B range  
420 – 479 = C range  
360 – 419 = D range  
Below 360 = F range

Course Schedule

	Dates	Topic	Readings
Week 1	Tue, 9/26	Introduction to Course	*****
	Thu, 9/28	Developmental Psychopathology Perspective	Cummings: Intro, Chps. 1, 2
Week 2	Tue, 10/3	Methods in Developmental Psychopathology	Mash and Wolfe: Chp. 3
	Thu, 10/5	Risk and Protective Factors	Cummings: Chps. 3, 5
Week 3	Tue, 10/10	<b>Midterm 1</b>	*****
	Thu, 10/12	Biology as Risk Guest Presentation: Elisabeth Conradt	Readings 1, 2 (Bb)
Week 4	Tue, 10/17	Parents and Parenting as Risk	Cummings: Chps. 6, 7
	Thu, 10/19	Marital Processes as Risk <b>Final Paper Proposal Due</b>	Cummings: Chp. 8
Week 5	Tue, 10/24	Temperament as Risk Guest Presentation: Julia Oppenheimer	Readings 3, 4 (Bb)
	Thu, 10/26	Child Maltreatment as Risk Guest Presentation: Catherine Tenedios <b>Popular Press Paper Due</b>	Mash and Wolfe: Chp. 14
Week 6	Tue, 10/31	Infant-Parent Process as Risk	Readings 5, 6 (Bb)
	Thu, 11/2	<b>Midterm 2</b>	*****
Week 7	Tue, 11/7	Risk Factors for Attention Problems	Mash and Wolfe: Chp. 5
	Thu, 11/9	Risk Factors for Conduct Problems	Mash and Wolfe: Chp. 6 Reading #
Week 8	Tue, 11/14	Risk Factors for Anxiety	Mash and Wolfe: Chp. 7
	Thu, 11/16	Risk Factors for Depression	Mash and Wolfe: Chp. 8
Week 9	Tue, 11/21	Assessment of Developmental Psychopathology	Cummings: Chp. 10
	Thu, 11/23	<b>NO CLASS- Thanksgiving Holiday</b>	*****
Week 10	Tue, 11/28	Prevention and Treatment of Developmental Psychopathology	Cummings: Chp. 11
	Thu, 11/30	Wrap-up <b>Final Paper Due</b>	*****