

Development and Psychopathology

PSY 480 :: Summer 2006

Monday – Thursday, 4:00 – 5:50 :: Straub 142

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Office Hours: Tuesdays, 12:00-2:00 & by appt.

Course 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.

Objectives

- 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
- Understand a variety of advanced conceptual models and issues to be considered in conducting scientific investigations of the underpinnings of developmental psychopathology
- Improve their technical writing skills.

Required Textbook

Kerig, P. & Wenar, C. (2006). Developmental Psychopathology, 5th Edition. New York, NY: McGraw-Hill.

Course Requirements/Assignments

Reaction Questions	70
Film Presentation/Thought Paper	40
Exam	100
Rough Draft	25
Peer review	50
Term Paper	125
Total	410

Reaction Questions (70 pts.)

The design of this class follows a seminar-based format, and thus, requires that active involvement of the student. Each reaction question assignment is designed to allow you to integrate material presented in the lectures. There will be 7 reaction question assignments in this course. **These reaction question assignments will be due every Sunday and Tuesday night by midnight and are worth 10 points each.** For each assignment, students will be required to post on Blackboard (<http://blackboard.uoregon.edu>) or email me (mmyers4@uoregon.edu) directly TWO questions and/or comments.

Some characteristics of good reaction questions are:

- an attempt to integrate ideas from the previous weeks
- an attempt to connect the various theoretical perspectives together
- an attempt to think about psychopathology developmentally.
- evidence of a critical and thoughtful analysis of the readings and/or lectures

Students are also encouraged to comment on the reaction questions posted by other students and to include relevant information from the media and current news. Finally, your contributions to the class are a potentially valuable resource to the other class members, so students should bring these reaction questions to class and be prepared to discuss them in class. 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.

Film Presentation & Thought Paper (40 pts.)

You will form a group with your classmates and focus on a specific topic from the schedule. Specifically, your group will be asked to identify a film and a 8-10 minute clip from the film that helps to dramatize the theme being covered in class at that time. For example, you might be assigned to the lecture on “Parents and Family Context 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 parental abuse and marital on children’s development. After the film, your group will then give a 10-15 minute presentation designed to connect aspects of the film clip to concepts from the textbook and/or lectures and to generate discussion of these concepts in class. Such topic that should be addressed are:

- possible risk factors and/or potentiating factors for future psychopathology
- evidence of transactions and/or mediating processes that could connect to these future psychopathologies
- evidence of resiliency or protective factors?
- areas of development that could be targeted for intervention
- any areas where the film clip doesn’t correspond or even conflicts with our understanding of the research?

Three film presentations will be scheduled throughout the term, starting on the 2nd week of class. A sign-up sheet for these presentations will be passed around during the middle of the 1st week. Plan

to meet with your group in advance of your assigned lecture to discuss movie options. As a group, I also highly encourage you to meet with me if you need help in finding an appropriate movie and/or need clarification regarding this assignment. In addition, on the day that you are assigned to show a clip, you will also turn in a 2 page thought paper summarizing the key points and conclusions from your presentation. In other words, the thought paper is your attempt to make it explicitly clear what your group wanted to say in your presentation.

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.

Exam (100 pts.)

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. 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.

Term Paper (125 pts.)

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 to demonstrate your grasp of the key DP concepts that have been taught throughout the term and how various factors can interact with each other to effect the development of psychopathology in a child. A detailed paper guide will be handed out in Week 3.

The paper topic must be cleared with the instructor prior to proceeding, and by no later than **8/2**. The **ONLY** way to do this is to provide the instructor with a typed hardcopy proposal (1 paragraph) describing your paper's focus. **There will be two office hours before this due date if you need help in generating ideas or want to discuss your topic. Failing to receive my approval will result in penalty of 10 points from the final paper.**

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.

Roughly, papers will be graded on the following criteria:

- Organization (e.g., logical flow of material, judicious use of headings, clear definition of the topic and summary of what the paper said).
- Use of developmental psychopathology theory as the organizing framework for your paper's thesis.
- Depth of coverage/agility of discussion (synthesis and critique of the material, in addition to helpful synopsis of key findings in the literature.)
- 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.
- 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).

Rough Draft (25 pts.)

You will write a first draft to hand in by **8/14**. 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. 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.

Peer Review Critique of Rough Draft (50 pts.)

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 8/16 – Note that this is a quick turn-around.**

Grading Schedule

A+ = 97%	B+ = 87%	C+ = 77%	D+ = 67%
A = 93%	B = 83%	C = 73%	D = 63%
A- = 90%	B- = 80%	C- = 70%	D- = 60%

Final grades will be calculated based on the final percentage of points that you earned for the term. I do not plan to use a curve in calculating the exam, any of the assignments, or your final grade for the course. In other words, if you earn a total of 360 points by the end of the term, your final grade will be a B+ ($360/410 = .88$)

Additional Notes

Plagiarism: Is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific reference.

- By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.
- On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

If you engage in plagiarism, you will fail the course

A student will avoid being charged with plagiarism if there is an acknowledgment of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories as one's own, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult an instructor or seek assistance from the staff of Academic Learning Services (68 PLC, 346-3226).

Concerns: If you find yourself doing more poorly in the class than anticipated, please see me *sooner* rather than later. I truly want students to make use of my office hours, but I can't force you to come by. If you wait to come forward with any problems, you may find that it is too late to do anything about your grade.

Accommodations: If one of the following applies to you, please see the instructor *as soon as possible* to make adjustments.

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- On a sports team that travels this quarter
- English is not your first language

You are strongly encouraged to contact Disability Services if you have a non-documented condition that prevents you from learning (346-1155). With advance planning, adjustments are relatively easy. Adjustments at the last minute are problematic and sometimes not possible.

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.

Weekly Schedule (Subject to Change as Course Develops)

	Date	Topic	Readings	Due
Week 1	7/24	Introduction to Course and D&P Fundamentals	Chapters 1	
	7/25	Theory of Developmental Psychopathology	Online Reading #1	RQ #1; midnight
	7/26	Risk Factor Research and Other Research Strategies		
	7/27	Normative Development	Chapter 2	
Week 2	Sunday			RQ #2; midnight
	7/31	Assessment & Diagnosis	Chapters 3 & 16	
	8/1	EXAM I Risk Factors in Biology Context	Chapter 13 & 4	RQ #3; midnight
	8/2	Risk Factors in Family Context	Chapter 14	Term Paper Topic
	8/3	Film Presentation 1 Risk Factors in Family Context		
Week 3	Sunday			RQ #4; midnight
	8/7	Attachment as Risk & Other Risk Factors in Infancy	Chapters 5 & 6	
	8/8	Risk Factors in Preschool	Chapter 7	RQ #5; midnight
	8/9	Risk Factors in Middle School	Chapters 8 & 9	
	8/10	Film Presentation 2 Risk Factors in Middle School	Chapters 8 & 9	
Week 4	Sunday			RQ #6; midnight
	8/14	Risk Factors for Antisocial Behavior and Conduct Disorder	Chapter 10	Term Paper First Draft
	8/15	Film Presentation 3 Risk Factors in Adolescence	Chapters 11 & 12	RQ #7; midnight
	8/16	Risk Factors in Late Adolescence & Early Adulthood	Chapter 15	Peer Review Integration
	8/17	Prevention and Intervention Wrap-Up	Chapter 17	
	Friday			Term Paper Final Draft; 5 PM