

Psychology 480/580: Developmental Psychopathology Spring 2008

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Course Overview and Objectives:

Overview. This upper level undergraduate 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 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, genetic, neurological, physiological, cognitive, cognitive, emotional, 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 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) Learn to read empirical studies critically. (4) Improve technical writing skills.

Format and Requirements. The course will meet twice weekly on Monday and Wednesday afternoons, 12-1:20pm. Class meetings will include didactic lectures by the instructor, guest presentations, and occasional group activities.

PLEASE NOTE THAT THIS COURSE IS BEING BROADCAST TO THE BEND CAMPUS. As such, the instructor will be interacting with several students via live broadcast.

Required Readings (available in bookstore):

Kerig, P.K., & Wenar, C. (2006). *Developmental psychopathology: From infancy through adolescence (5th Ed.)*. New York: McGraw Hill.

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 and hopefully to participate in discussions. If you know that you must miss a class, I would appreciate you telling me in advance.
2. **Nine weekly quizzes.** There is a lot of reading in this class to keep up with, as well as the demand of integrating lectures and readings. Key to your success in this class is keeping up with readings and lectures. Accordingly, **there will be 9 very brief, multiple choice and/or true-false quizzes the last 10 minutes of every Wednesday class of the term**, except Wednesday 5/14 (when we have a midterm). Each weekly quiz will comprise 5 multiple choice/T-F questions (2 points per question/10 points for the quiz) that pull from the lectures and the readings from that week. Questions will be designed to ensure that you are keeping up with and comprehending the main points of that week.

IMPORTANT: If you take all 9 quizzes, you will be able to drop your 2 lowest quiz scores. If you have to miss any quiz, this will be the quiz (or quizzes) you drop, as there will be no quiz make ups.

3. **In-Class Midterms.** There will be 3 in-class midterms, 4/21, 5/14, and 6/13, designed to test the theoretical material covered in readings and lectures. One week before each midterm, you will receive a study guide with a set of short answer and longer essay questions to prepare. With the exception of multiple-choice questions (which you won't see until the exam), your exam will come from 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, prescription drugs for children; links between vaccinations and autism); once you identify a popular press article, you must then (2) locate the original scientific (i.e., empirical) article that provided the background or basis for the popular press piece. 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 page paper, which will be **due in class on Monday, 4/28**. Along with your paper, you must turn in copies of both the popular press article and the first page of the empirical article.

5. **Term paper.** You will write a term paper on a topic of your choice as it relates to infant and child developmental psychopathology. 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 8-10 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 **4/16**. The **ONLY** way to do this is to provide the instructor with a typed hardcopy proposal (1 paragraph max) describing your paper's focus.
- b. You will write a **first draft** to hand in by **Monday, 5/19**. The first draft will be reviewed for overall organization, use of DP theory, and clarity, but it will not be graded, except to note that it was turned in (5 points) with clear level of effort (0-15 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 class or in the instructor's Straub box by **Wednesday, 6/4**. 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. Use of literature; plan to utilize no fewer than 10 empirical research studies (these are different than chapters or summaries).
- d. Depth of coverage/agility of discussion (synthesis and critique of the material, in addition to helpful synopsis of key findings in the literature.)
- e. 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.
- f. 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).

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. Quizzes:	70 points (12%)
2. Midterm Exam I:	110 points (18%)
3. Midterm Exam II:	110 points (18%)
4. Midterm Exam III:	110 points (18%)
5. Popular press assignment:	50 points (8%)
6. Paper topic clearance:	10 points (2%)
7. Rough Draft:	20 points (2.5%)
8. Term paper:	100 points (17%)
9. Attendance:	20 points (2.5%)

TOTAL	600 points (100%)
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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	Mon, 3/31	Introduction to Course and DP Fundamentals	*~*~*~
	Wed, 4/2	Theory of DP vs. Biomedical models of childhood psychopathology	K&W Chp. 1 Reading 1
Week 2	Mon, 4/7	Diagnostic systems: DSM vs. DC 0-3	K&W Chp. 3 Reading 2
	Wed, 4/9	Biogenetic considerations I: Genetic effects	K&W Pg. 33-39 Reading 3
Week 3	Mon, 4/14	Biogenetic considerations II. Neural systems	Readings 4-5
	Wed, 4/16	Early social experience and adversity; Deprivation/Maltreatment	K&W Pg. 159-167; K&W Chp. 14
Week 4	Mon, 4/21	Midterm Exam 1	*~*~*~
	Wed, 4/23	Infancy: Sleep, regulatory, and feeding problems	Readings 6-8
Week 5	Mon, 4/28	Infancy: Research on Sleep, regulatory and feeding problems	Readings 9-10
	Wed, 4/30	Autism spectrum disorders	K&W Chp. 5 Reading 11
Week 6	Mon, 5/5	Research on autism spectrum disorders	Readings 12-14
	Wed, 5/7	ADHD	K&W Chp. 7
Week 7	Mon, 5/12	Research on ADHD	Readings 15-17
	Wed, 5/14	Midterm Exam 2	*~*~*~
Week 8	Mon, 5/19	Conduct disorders of childhood and adolescence	K&W Chp. 10
	Wed, 5/20	Research on conduct disorders	Readings 18-20
Week 9	Mon, 5/26	NO CLASS ~ Memorial Day	*~*~*~
	Wed, 5/28	Eating disorders and substance abuse	K&W Chp. 12 Readings 21-22
Week 10	Mon, 6/2	Depression and anxiety disorders	K&W Chps. 8 & 9
	Wed, 6/4	Research on depression and anxiety disorders	Readings 23-26
~ Midterm Exam 3 Friday, June 13 at 10:15am			

Readings:

Readings are numbered to correspond with the weekly reading assignments. All readings will be available for downloading on the course website under the "Readings" tab.

1. Cicchetti, D. (2006). Development and psychopathology. In D. Cicchetti, & D.J. Cohen (Eds.) *Developmental Psychopathology: Vol. 1, 2nd Ed* (pp. 1-23). Wiley: New York.
2. Jensen, P.S., Hoagwood, K& Zitner, L. (2006). What's in a name? Problems versus prospects in current diagnostic approaches. In D. Cicchetti, & D.J. Cohen (Eds.) *Developmental Psychopathology: Vol. 1, 2nd Ed* (pp. 25-39). Wiley: New York.
3. Gottlieb, G., & Halpern, C. (2002). A relational view of causality in normal and abnormal development. *Development and Psychopathology*, 14, 421-435.
4. Gunnar, M., & Quevedo, K. (2007). The neurobiology of stress and development. *Annual Review of Psychology*, 58, 145-173.
5. Casey, B.J., Tottenham, N., Liston, C., & Durston, S. (2005). Imaging the developing brain: What have we learned about cognitive development? *Trends in Cognitive Science*, 9, 104-110.
6. Barton & Robins, (2000). Regulatory disorders.
7. Owens & Witmans (2004). Sleep Problems.
8. McNamara Belsky & Fearon, (2003). Infant sleep disorders and attachment
9. Hofacker, N, & Popousek, M. (1998). Disorders of excessive crying, feeding, and sleeping: The Munich Interdisciplinary Research and Intervention Program (MIRIP).
10. Blissett, J., Meyer, C., & Haycraft, E. (2007). Maternal mental health and child feeding problems in a non-clinical group. *Eating Behaviors*, 8, 311-318.
11. Rutter (2000). Genetics of Autism
12. Landa, Holman, Garrett-Mayar (2007). Social/Communication Development in Autism
13. Dawson et al. (2004). Early social attention
14. Osterling & Dawson (1994). Early recognition of autism
15. Faraone, S.V., Perlis, R.H., Doyle, A.E., et al (2005). Molecular genetics of attention deficit hyperactivity disorder. *Biological Psychiatry*, 57, 1313-1323.
16. Hishaw et al. (2007). Neuropsychological functioning in girls with ADHD.
17. Nigg, J.T., Blaskey, L., Huang-Pollock, C., & Rappley, M.D. (2002). Neuropsychological executive functions and ADHD DSM-IV subtypes. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41, 59-66.
18. Deater-Deckard, K., Dodge, K., Bates, J.E., & Petit, G.S. (1996). Physical discipline among African American and European American mothers: Links to children's externalizing behaviors. *Developmental Psychology*, 32, 1065-1072.
19. Slade, E.P., & Wissow, L.S. (2004). Spanking in early childhood and later behavior problems: A prospective study of infants and young toddlers. *Pediatrics*, 113, 1321-1330.

20. Piehler & Dishion (2007). Dyadic deviance and antisocial behavior.
21. Measelle, J.R., Stice, E. & Hogansen, J. (2006). Temporal relations between eating, depressive, conduct and substance abuse problems in adolescent girls. *Journal of Abnormal Psychology*, 115, 524-538.
22. Nolen-Hoeksema, Stice, et al., (2007). Rumination, bulimia, substance abuse, and depression.
23. Harrington, R., Rutter, M., & Fombonne, E. (1996). Developmental pathways in depression: Multiple meanings, antecedents, and endpoints. *Development and Psychopathology*, 8, 601-616.
24. Kaufman, J., Yang, B.Z., et al (2004). Social supports and serotonin transporter gene moderate depression in maltreated children. *PNAS*, 101, 17316-17321.
25. Aukahi Austin & Chorpita (2004). Temperament, anxiety and depression: Comparison across five ethnic groups of children. *Journal of Child Clinical and Adolescent Psychology*, 33, 216-226.
26. Bitter, A., Egger, H., Erkanli, A., Costello, J., Foley, D., & Angold, A. (2007). What do anxiety disorders predict? *Journal of Child Psychology and Psychiatry*, 48, 1174-1183.