

Psychology 480: Developmental Psychopathology
Summer 2008
105 Esslinger
Mon. – Thurs. 4-5:50 pm

Instructor: Julia Oppenheimer

Office: Straub 353

Office Hours: Tuesday & Wednesday 3-4, or by appointment

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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 genetic, neurological, physiological, 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 four days each week, on Monday through Thursday afternoons, 4-5:50pm. Class meetings will include didactic lectures by the instructor, guest presentations, student presentations, and occasional group activities. Since this is a summer course, material will be covered at a fast pace and the workload will be intense; it will be important to keep up with assignments and to complete the required readings each day.

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. I 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). Please be sure that you are able to access your Blackboard account and that your email address in Blackboard is the one that you commonly use. I may occasionally need to contact the class via email. To change your school email address, go to Duckweb or contact one of the instructors for assistance.

Course Requirements/Assignments

1. **Class participation and attendance:** You are expected to attend class and hopefully to participate in discussions. Much of the learning experience in this class will be based on discussions and in-class activities. Questions are encouraged and there will be a variety of other opportunities to formulate and voice your opinions. Although I hope that everyone will feel comfortable speaking in class, participation may include active listening in class, completion of all in-class assignments, attending office hours, or emailing Julia with ideas generated by lecture or readings. Both attendance and in-class participation are evaluated when formulating your final participation grade. If you know that you must miss a class, I would appreciate you telling me in advance.
2. **In-Class Quizzes:** There will be 4 in-class quizzes, 6/26, 7/3, 7/10, and 7/17, designed to test the theoretical material covered in readings and lectures. Each week, you will receive a study guide with a set of short answer questions to prepare. With the exception of multiple-choice questions (which you won't see until the quiz), your quiz will come from the study guide questions that you have prepared. **There will be no make-up or rescheduled quizzes, except in extraordinary circumstances and with legitimate documentation.** Quizzes will cover textbook reading, supplemental readings, and lectures and will require approximately 1 hour to complete.
3. **Media reactions.** There will be three 50-minute media presentations after each midterm. You will post a comment on the blackboard discussion board in reaction to the media presentations by Saturday evening at midnight. In these comments, you will demonstrate critical thoughts about ideas presented in each media piece, relating the presentation to lecture and readings, and/or bringing up any questions raised by these materials.
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, 7/7. 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 by the start of Week 2.

Given the condensed format of this course, quality of writing and depth of thoughtful analysis evidenced in papers will be more important than length. Papers are to be 6-8 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 **7/3 at 5pm**. The ONLY way to do this is to provide the instructor with a typed proposal (1 paragraph max) describing your paper's focus, either in hardcopy or as an email.
- b. The **final version of the term paper** is due in class or in the instructor's Straub box by **Thursday, 7/17**. If a paper is handed in late, penalty points will be deducted for lateness (see below).
- c. A **brief, informal presentation** of paper topics, general findings, and conclusions will be presented in class on **Wednesday 7/16**. Instructions will be handed out along with the paper guide, by the start of Week 2. If you are unable to attend class on that day, arrangements should be made ahead of time.

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 5 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 5pm, 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. 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 (4):	360 points (90 points each)
2. Media reactions (3):	30 points (10 points each)
3. Popular press assignment:	50 points
4. Paper topic clearance:	10 points
5. Paper presentation:	20 points
6. Term paper:	100 points
7. Attendance:	30 points

TOTAL

600 points

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	Monday, 6/23	Introduction to Course and DP Fundamentals	*~*~*~
Introduction to Developmental Psychopathology	Tuesday, 6/24	Methods in Developmental Psychopathology Diagnostic systems: DSM vs. DC 0-3	K&W Chps. 1 and 3 Readings 1-2
	Wednesday, 6/25	Risk Factors: Biology and Temperament	K&W Pg. 33-39 Readings 3-4
	Thursday, 6/26	Quiz 1 Media presentation: <i>49Up</i>	*~*~*~
Week 2	Mon, 6/30	Early social experience and adversity; Deprivation/Maltreatment	K&W Pg. 159-167; K&W Chp. 14
Disorders of Infancy Early and Childhood	Tuesday, 7/1	Infancy: Sleep, regulatory, and feeding problems	Readings 5-7
	Wednesday, 7/2	Autism spectrum disorders: Risk factors and research	K&W Chp. 5 Readings 8 & 9
	Thursday, 7/3	Quiz 2 Media presentation: <i>This American Life: Unconditional Love</i>	*Term Paper Proposal due by 5pm
Week 3	Monday, 7/7	ADHD and research on ADHD	K&W Chp. 7 Reading 10 * Popular Press assignment due by 5pm
Externalizing Disorders	Tuesday, 7/8	Conduct disorders of childhood and adolescence: Risk factors and research Substance abuse	K&W Chp. 10 Reading 11
	Wednesday, 7/9	Eating disorders: Risk factors and research Depression and anxiety disorders	K&W Chp. 12 Readings 12 & 13
	Thursday, 7/10	Quiz 3 Media presentation: Video TBA	
Week 4	Monday, 7/14	Depression and anxiety disorders: Risk factors and research	K&W Chps. 8 & 9 Readings 14 & 15
Internalizing Disorders	Tuesday, 7/15	Assessment, Prevention, and Treatment for Developmental Psychopathology	K&W Chps. 16 & 17
	Wednesday, 7/16	Term paper presentations Final Review	
	Thursday, 7/17	Quiz 4	*Term Paper due by 5pm

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. Sroufe, L. A., Duggal, S., Weinfield, N., & Carlson, E. (2000). Relationships, development, and psychopathology. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.) *Handbook of Developmental Psychopathology*, Second Edition (pp. 75-92). New York: Kluwer Academic/Plenum Publishers.
2. Knapp, P. & Jensen, P.S. Recommendations for DSM-V.
3. Eisenberg, N., Cumberland, A., Spinrad, T., Fabes, R., Shepard, S.A., Reiser, M., Murphy, B.C., Losoya, S.H. & Guthrie, I.K. (2001). The relations of regulation and emotionality to children's externalizing and internalizing problem behavior. *Child Development*, 72, 1112-1134.
4. Lonigan, Vasey, Phillips, & Hazen. (2004). Temperament, anxiety, and the processing of threat-relevant stimuli.
5. Barton & Robins, (2000). Regulatory disorders.
6. Owens & Witmans (2004). Sleep Problems.
7. McNamara Belsky & Fearon, (2003). Infant sleep disorders and attachment
8. Rutter (2000). Genetics of Autism
9. Osterling & Dawson (1994). Early recognition of autism
10. 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.
11. 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.
12. 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.
13. Harrington, R., Rutter, M., & Fombonne, E. (1996). Developmental pathways in depression: Multiple meanings, antecedents, and endpoints. *Development and Psychopathology*, 8, 601-616.
14. 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.
15. Wood, J.J. (2006). Parental intrusiveness and children's separation anxiety in a clinical sample. *Child Psychiatry & Human Development*, 37(1), 73-87.