

**PSY 480/580**  
**Developmental Psychopathology**  
**Winter 2008**  
**Gerlinger Hall 302**  
**(M & W 12 to 1:20pm)**

*University of Oregon*  
*Department of Psychology*

**Instructor:** Tom Dishion, Ph.D

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**Office hours:** Monday 1:30 to 3pm, Straub 377

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**Co-instructor:** Kristi Hiatt, Ph.D.

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**Office Hours:** (Wednesday 9:30 to 11am), Straub 377

**Course Objectives:**

This course is designed for upper division undergraduate and graduate students in the behavioral sciences. The course provides students with an overview of the field of developmental psychopathology, including the epidemiology of child and adolescent mental health, research strategies and methodologies, and key diagnostic issues underlying child and adolescent psychopathology. In addition, promising approaches to assessment and intervention for child psychopathology will be discussed. Specifically, the following competencies will be supported:

- 1) Identify, define and describe major forms of psychopathology in children and adolescents and developmental trends from age 0 to 18;
- 2) Comprehend and critique published reports in peer reviewed journal articles focusing on some aspect of child and adolescent psychopathology;
- 3) Be familiar with the essential strategies of the major research methodologies used to study and understand causal processes relevant to child and adolescent psychopathology;
- 4) Be familiar with major findings relevant to factors that are causally relevant and predict the development of psychopathology from early childhood through adolescence;

5) Design a research study that would potentially contribute to knowledge of etiology of children's mental health and/or disorder (graduate students only);

**Course Format & Description:**

The course is conducted as an advanced undergraduate course. Learning activities involve reading, seminar lectures by the instructor, and graduate student and guest researcher presentations.

Although the course focuses on child psychopathology, there is an emphasis on discussing what is known about developmental trajectories from childhood through adulthood. In class discussions will focus on integration between normative development, psychopathology, issues of assessment and intervention.

The reading for this course includes one text and a packet of reading on select issues within the domain of developmental psychopathology. Students will be expected to keep up with these readings. Methodological issues in studying development and psychopathology will be discussed within both instructor and student presentations.

**Readings:**

(1) Sameroff, A.J. , Lewis, M. & Miller, S. M. (2000). Handbook of Developmental Psychopathology. New York: Plenum Publishers.

(2) Readings in Developmental Psychopathology (posted Blackboard).

Course Format: The course is a combination of lectures and discussion. Students work individually on a term paper for the course in addition to taking a mid-term and short quizzes. Graduate students will make brief (30 minute) presentations on their term projects during the term.

Course Requirements: Points comprise the evaluation criteria for this course. 100 total points are available, grades are as follows:

92=A  
90=A-  
88=B+  
81=B  
80=B-  
78=C+  
70=C  
69=C-  
60=D

1. Group Participation (10 points): Participation and attendance;
2. One Early Midterm exam (15 points): An early midterm will be given early in the course covering the conceptual foundations of the field of developmental psychopathology.
3. Brief concept quizzes (15 points): In addition to the midterm, there will be 5 brief concept quizzes administered through blackboard. Within each quiz, you will be given five concepts that you'll be asked to briefly define. You will receive one point for each correct definition. The concepts will be available 1 hour after class and for 24 hours. You will be given 30 minutes to respond once you have started the exam. You will be presented with 5 quizzes, and three will need to be correctly answered to get 15 points. Concepts will be taken from the assign readings and lectures.
4. Term Paper (30 points): For undergraduate students, the 10-15 page paper will focus on the development and ecology of some aspect of child and adolescent psychopathology, or on a method for studying psychopathology in children and adolescents. Graduate students will do the same, but add a research proposal for a 15- 20 page paper. The research proposal can be focused on content or on a methodology. The points are accumulative, consisting of 2 points for an accepted paper topic, and 3 points for four abstracts. Thus, following the topic statement and abstracts, up to 25 points will be given for the term paper. The topic statement and abstracts must be submitted by the date indicated on the following calendar (see handout on term papers).
5. Extra Credit (1-5 points): 1 point extra credit for reading and summarizing 1 supplemental reading during the week it is assigned (1 point each). Participation in research activity relevant to the content of *Developmental Psychopathology* course can potentially earn extra credit. Credit will be given for a 1-page summary of the research activity and a discussion of the relevance of the activity to the understanding children's development, mental health or interventions for children's mental health. Please discuss with instructors prior to making your commitment to determine points. A total of 5 points extra credit are available for this course.
6. Extra Credit Lecture Support (1-5 points): Find videotape or appropriate movie clip that provides perspective on the phenomenology and dynamics of any of the psychopathologies presented in this course. Please consult with instructors on appropriateness of exemplary video media before showing in class.

**Using Blackboard:** The website for this course is embedded within the Blackboard software located at <http://blackboard.uoregon.edu>. If you need

assistance you can get more information on <http://blackboard.uoregon.edu/local/usingbb>. You will find all information related to the course on this website. The Concept Quizzes will be administered using the Blackboard, and will be announced in class. We hope that your use of Blackboard will facilitate easy access to the course materials, supplementary readings and other material of interest.

**Special accommodations:** If you require special accommodations because of language or a documented disability, please inform the instructor(s) immediately, so we can support your success in this course. Students with documented disabilities should ask the Counselor for Students with Disabilities to send a verifying letter to the instructor by the end of the first week of class.

*Make-up exams and late term papers will be granted only under exceptional circumstances (e.g., documentation of serious illness or family emergency).*

	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>
Week 1	01/07	Overview, epidemiology, longitudinal studies	Ch. 1,3,4
	01/09		
Week 2	01/14	Measurement, risk/resilience, transactional models	Ch. 2, 10, 11
	01/16		
Week 3	01/21	MLK holiday & psychobiological methods <b>(paper topic statement 01/23)</b>	Ch. 12, 13
	01/23		
Week 4	01/28	Temperament, neuroscience and attention	Ch. 13, 21, 23
	01/31		
Week 5	02/04	Risk processes for antisocial behavior <b>(in-class EXAM 02/04)</b>	Ch. 9, 22, 24
	02/06		
Week 6	02/11	Risk processes for depression	Ch. 5, 16, 25, 26
	02/13		
Week 7	02/18	Trauma, abuse and emotional distress (PTST, borderline, suicide)	Ch. 37, 38, 39
	02/20		
Week 8	02/25	Risk processes for anxiety and eating disorders <b>(4 abstracts &amp; outline 02/27)</b>	Ch. 27, 28, 29, 32
	02/27		
Week 9	03/03	Risk and resilience for substance abuse	Ch. 30, 31
	03/05		
Week 10	03/10	Interventions that are model based, wrap-up <b>(paper due 3/12, 5 pm)</b>	Ch. 6, 7, 8
	03/12		