

**PSY 480**  
**Development & Psychopathology**  
**Summer 2009**

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Monday-Thursday 4-4:50 pm  
8 weeks (June 22-August 13<sup>th</sup>)  
McKenzie 214

**Contact Information**

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Office hours: Wednesday 2:00-3:45 pm or by appointment

**Introduction**

This course will focus on childhood psychopathology in a developmental context. We will review methods of developmental psychopathology, learn about psychological disorders that develop during childhood, and read several journal articles. This class has a focus on scientific writing.

My goals for the class are:

- (1) that you learn about childhood disorders and can describe them accurately
- (2) that you learn about how development and context impact psychological disorders
- (3) that you develop critical thinking and writing abilities
- (4) that it will reinforce how to write an APA style paper

**Textbook**

Kerig, P.K., & Wenar, C. (2006). Developmental Psychopathology: From Infancy through adolescence. 5<sup>th</sup> edition. McGraw Hill.

There will be some supplementary readings provided on Blackboard under "Extra Readings". Note that these are **required** readings and you will be tested on their content.

**Grading scheme**

Participation	10%	all classes
Final paper proposal	2%	due July 2nd
Short paper	10%	due July 7th
Midterm I	15%	in class July 14 <sup>th</sup>
Media Paper Proposal	2%	due July 15 <sup>th</sup> in class
Media Paper	18%	due July 23rd
Final Paper	23%	due August 10th

**Assignments:**

**Participation:** Show up and participate in class activities and discussions. Ask questions.

**Short paper:** This will be a 2 page, double spaced description of a disorder you are interested in. Please put this summary in your own words. You may use your textbook or the DSM-V, but be sure that you are paraphrasing and not copying from the text. You will want to include the following information: prevalence of the disorder, age of onset, gender distribution, symptoms/characteristics, known causes, treatments, and finally which level(s) of Bronfenbrenner model poses the most challenge for individuals with this disorder.

**Midterm I:** This will be around 50 multiple choice questions. It will cover content from June 22 to July 13<sup>th</sup>. Note there will be a question from the syllabus, so please read it carefully. It contains important information.

**Media Paper:** Ever read a headline such as “New cure for Autism” or “Diet is the key for treatment of ADHD”? The popular media has massive amounts of information about developmental disorders. Some of the articles do a pretty good job of describing the latest research findings and others really mislead the reader about the true results.

This paper will require you to find a popular article (parenting magazine, newspaper, etc.) and to critique it. You will need to find a popular article that describes research found in a peer-reviewed journal article. You will need to get approval to use the article with me to make sure that it is appropriate (**due July 15<sup>th</sup>**). The purpose of this assignment is to become critical when reading about research in popular media sources. You will be asked to critique the paper on a number of areas such as: accuracy of description of results, was the study only correlation when the popular article made it seem like it was an experiment, did they describe the methods, etc? A rubric will be given to you closer to the time when it is due. This paper should be 3 to 4 pages.

**Final Paper:** This will be a 6-8 page paper on a topic of interest to you. You will need to first choose a disorder that is of interest to you and then make a thesis about something within that topic. Note that this is not just a longer version of the short paper. I am not looking for in depth descriptions of disorders. This will be a paper stating a thesis that will be supported by research you cite. Examples of appropriate topics are: the impact that ADHD has on children’s friendships or Body Images of adolescent girls with depression. You will need to cite at least 5 peer-reviewed research articles in your paper. You need to submit a one page topic proposal to me on July 2<sup>nd</sup>, so get thinking about it now. In order to ensure that you do not need to change your topic several times, please put some time into research so you know that there is enough information on your chosen topic.

**Midterm II:** This will be around 50 multiple choice questions and will cover the content from July 15<sup>th</sup> to August 12<sup>th</sup>.

### **Expectations and Policies:**

1. Come to class. There will be lots of discussions, videos, and activities. Ten percent of your grade will come from participation. This is a small class, so it is important that you be at all classes.
2. If you do not write an exam for any reason (illness, family emergency, etc.) you will write a 5-7 page paper on a topic of my choosing. I will only let you write this paper if you have official documentation (doctor's note, etc.). There will be no make-up exams.
3. Late papers: I will take off 10% per week day that it is late (Saturday and Sundays will not count). So, if a paper is due Tuesday and you hand it in on Thursday, that would be 20% off.
4. Please set up appointments with me by email. I am not going to hold regular office hours, but I am available during the week and would be happy to meet with you.
5. If you have questions, feedback, or find yourself struggling in this course, please come and talk to me. The sooner you talk to me the more I can do about an issue or problem. If you come to me last minute or after the fact, there is very little I can do.
6. The exams will be multiple choices only. I have tried to offset this will having 3 papers and a participation grade for those of you who feel like multiple choices is not your strength. If you feel like a question on the exam was unfair or inaccurate, you must **SUBMIT THE COMPLAINT VIA EMAIL** complete with the question and your justifications for why you think it was unfair or incorrect. I will not take questions on the exam in person.
7. Eight weeks for this course is a lot better than four, but we will still be covering a lot of material. Try to stay up on readings as much as possible.
8. I want to create an open and accepting environment. There will be material in this class that you find controversial or upsetting. Let's all work together to make sure everyone feels comfortable and respected.
9. Finally, I will provide grading rubrics before each paper is due. This way, my expectations are clear and you can take them into consideration when writing your papers.

## Schedule

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>DUE</i>
June 22	Introduction and course business		
June 23	Developmental Psychopathology	Chapter 1	
June 24	Developmental Psychopathology	Masten (2006)	
June 25	Normal development	Chapter 2	
June 29	Normal development	Rutter (2002)	
June 30	Psychopathology	Chapter 3	
July 1	Infancy & Mental Retardation	Chapter 4	
July 2	Infancy & Mental Retardation		<b>Final paper proposal</b>
July 6	Autism	Chapter 5	
July 7	Autism	Baron-Cohen et al. (1998)	<b>Short paper</b>
July 8	Other Infancy-preschool developmental disorders	Chapter 6	
July 9	Attention Deficit Hyperactivity Disorder	Chapter 7	
July 13	ADHD	Lahey (2005)	
July 14	<b>Midterm I</b>		<b>Midterm I</b>
July 15	Anxiety	Chapter 8	<b>Media paper proposal</b>
July 16	Anxiety	Craig (1998)	
July 20	Mood disorders	Chapter 9	
July 21	Mood disorders	Bessegini (1997)	
July 22	Conduct Disorder and Antisocial behavior	Chapter 10	
July 23	Conduct Disorder and Antisocial behavior	Dishion et al. (2005)	<b>Media Paper</b>
July 27	Schizophrenia	Chapter 11; McFarlane	
July 28	Eating Disorders	Chapter 12 (p. 359-381); Silberg & Bulik (2005)	
July 29	Substance Abuse	Chapter 12 (p. 382-403); Wills & Dishion (2004)	
July 30	Brain injury and chronic illness	Chapter 13	
August 3	Child maltreatment & Domestic violence	Chapter 14	
August 4	Personality disorders	Chapter 15	
August 5	Personality disorders	Johnson et al. (1999)	
August 6	Assessment	Chapter 16	
August 10	Intervention	Chapter 17	<b>Final Paper</b>
August 11	Prevention		
August 12	Jeopardy Review		
August 13	<b>Midterm II</b>		<b>Midterm II</b>