

PSY 480/580
Developmental Psychopathology
Winter Term, 2008
Straub Hall 146
(Tuesday and Thursday 8:30 to 9:50am)

University of Oregon
Department of Psychology

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Course Objectives:

This course is intended to provide a framework for understanding psychological disorders of childhood and adolescence. We will focus on the definitions of, and treatments for, a number of disorders. These include attention deficit and hyperactivity disorder, autism, and eating disorders. In addition, we will consider the contexts, developmental processes, and environmental/genetic/neurobiological factors that have been found to be associated with the onset of these disorders.

Throughout the course, we will focus on information that has been derived from carefully conducted scientific research on the topics we are considering. Students will be challenged to express cogent opinions about the quality and importance of this research, and also to examine their own ideas and beliefs about what constitutes mental health, well-being, and maladjustment in children, and how these ideas and beliefs are constructed.

The course is designed for upper division undergraduate and graduate students in the social and behavioral sciences that have already had exposure to basic concepts in psychology. Upon successful completion of this course, students will:

- 1) Understand the definitions and diagnostic criteria for the major psychological disorders affecting children and adolescence;
- 2) Be able to describe the environmental/genetic/neurobiological influences that are causally associated with different child and adolescent disorders

3) Describe scientific research strategies for examining the causes and consequences of these disorders, as well as for preventing and treating the disorders when they do occur.

4) (Graduate students only). Design a research study that would increase understanding of the causes/prevention/treatment of a specific child or adolescent mental health disorder.

Course Format:

The course meets twice weekly for one hour and twenty minutes. Nearly all the readings for the class are contained in a book that has chapters written by experts in each area we will be studying. I have attempted to keep the reading to a minimum, but in order to get the most out of the course, it is necessary to complete reading assignments before the lecture on that topic.

Texts:

(1) Beauchaine, T.P. & Hinshaw, S. P. (2008). Child and Adolescent Psychopathology. John Wiley and Sons, New York.

(2) Selected readings posted to the Blackboard site for this course

Course Requirements: Grades are assigned based on the number of points you accrue on course requirements, as follows:

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

Requirements include the following:

- ☐ **1. Course Attendance (20 points):** Attendance is measured by the submission of a 3-sentence lecture summary or response to a brief question related to that days' topic at the end of class.

2. Quizzes (50 points): A total of 5 quizzes will be administered during the course, approximately every two weeks. Quizzes will be administered on Blackboard, and will last for 30 minutes. Each quiz will consist of 10 multiple choice questions based on the lectures and readings. Each question will be worth one point.

3. Term Paper (30 points): Undergraduate students will prepare a term paper describing in detail a specific form of child/adolescent psychopathology and the current research regarding causes and or effective strategies for treating or preventing this disorder. This paper will be no less than 10 and no more than 15 pages, double spaced, 10 point Arial font with 1" margins. The paper will use APA referencing style and a reference section must be included at the end of the paper.

Graduate students will prepare a 20-25 page paper on a specific child/adolescent disorder. In addition to describing the existing literature on causes and prevention/treatment, this paper will include a research proposal for a study that would extend knowledge in the field. The points are accumulative, consisting of 2 points for an accepted paper topic, and 4 points for four abstracts. Thus, following the topic statement and abstracts, up to 34 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).

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 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 needs: 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).

Developmental Psychopathology Winter Term 2009 Syllabus

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>	<i>To Do</i>
Week 1	Jan 6	Course Overview		
	Jan 8	Key Concepts and Principles	Chapter 1	
Week 2	Jan 13	Multi-level perspective 1: The neurobiology of developmental psychopathology	Chapter 2	Blackboard Quiz #1 Jan 13
	Jan 15	Multi-level perspective 2: Genes and gene/environment interaction in developmental psychopathology	Chapter 3	
Week 3	Jan 20	Risk factors 1: Maltreatment and other early adversity effects	Chapter 4	Paper Topic Statement Jan 20
	Jan 22	Risk factors 2: Impulsivity and emotion dysregulation as behavioral risk phenotypes	Chapters 5 & 10	
Week 4	Jan 27	Child and adolescent disorders overview: DSM-IV	Reading	Blackboard Quiz #2 Jan 27
	Jan 29	Attention Deficit Disorder	Chapter 11	
Week 5	Feb 3	Disruptive Behavior Disorders	Chapter 12	
	Feb 5	Drug and Alcohol Abuse	Chapter 14	
Week 6	Feb 10	Trauma/PTSD/BPD	Reading, Chapter 17	Blackboard Quiz #3 Feb 10
	Feb 12	Fetal Alcohol Spectrum Disorders	Chapter 7	
Week 7	Feb 17	Autism	Chapter 19	
	Feb 19	Behavioral Inhibition and Anxiety Disorders	Chapters 6 & 15	
Week 8	Feb 24	Child and Adolescent Depression	Chapter 16	Blackboard Quiz #4 Feb 24
	Feb 26	Bipolar Disorder	Chapter 18	4 abstracts for Term Paper Feb 26
Week 9	Mar 3	Childhood Schizophrenia	Chapter 20	
	Mar 5	Eating Disorders: Bulimia & Anorexia	Chapter 21	
Week 10	Mar 10	Developing and testing interventions	reading	Blackboard Quiz #5 Mar 10
	Mar 12	Wrap-up		Final Term Paper Due Mar 12