

**PSY 480/580**  
**Developmental Psychopathology**  
**Fall Term, 2010**  
**Straub Hall 146**  
**(Monday and Wednesday 8:30 to 9:50am)**

*University of Oregon*  
*Department of Psychology*

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| <b><u>Office hours:</u></b>  | Monday 10-11 Straub 333, or by appointment                     |
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| <b><u>Office hours:</u></b>  | Straub 323 Monday 10-11 & Wednesday 10-11, or by appointment   |

**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, depression, bipolar, and anxiety 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.

We will not have time to cover all of the childhood and adolescent disorders. If a disorder you are particularly interested in is not listed on the syllabus, you may choose to focus on that disorder for your term paper.

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 expected to express 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.

### **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 (and receive points for preparedness), 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 Preparedness (30 percent of grade):** Preparedness is measured by the submission of a one-paragraph summary of the assigned reading, with your name on it, turned in at the beginning of class. To receive credit for your summary, you must correctly describe the content of the chapter and at least two main points the authors make.

**2. Tests (40 percent of grade):** Two tests will be administered during the course. Tests will be administered in class. The first test will be based on material presented up to the time of that test. The second test will be based on material presented after the first test. You may bring your book, written notes, and printouts of the Powerpoint presentations to the tests. No computers or other printed materials are permitted. Each test will be equally weighted.

**3. Term Paper (30 percent of grade):** 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 must be 6-8 pages, double spaced, 10 point Arial font with 1" margins. The paper must use APA referencing style and a reference section must be included at the end of the paper.

Graduate students will prepare a 10 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 for the paper are as follows: 1 point for an accepted paper topic, 4 points for turning in four abstracts, and up to 25 points for the term paper itself. In order to receive full credit, the topic statement, abstracts, and paper **MUST** be submitted by the date indicated on the following calendar (see also handout on term papers).

**4. Extra credit.** A total of up to 10 points are available for extra credit during the term. You may earn extra credit points either by (1) completing pages of the Brain Coloring Book handout (1 pt. per page) or (2) providing a written explanation of one paragraph or more for the correct answer to any test question that you get wrong (1 pt. per question).

**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. I 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.

### **IMPORTANT IMPORTANT IMPORTANT IMPORTANT IMPORTANT**

You must work independently on all assignments, tests, and papers. You may not work with other students. If there is evidence that you are not working independently, you will lose partial/all credit for a particular task. The instructor will determine the penalty in consultation with appropriate University of Oregon staff.

Your work must be your own. Do not copy material directly from the internet or other sources into papers without citing. Do not use work of other current or past students. If there is evidence that your work is not original and/or does not cite sources, you will receive a consequence ranging from loss of partial/all credit for a particular task to course failure. The instructor will determine this consequence. in consultation with the appropriate University of Oregon program staff.

Work must be completed in a timely manner. The work load in this course is consistent with other upper division undergraduate courses at the University of Oregon. If you work steadily on assignments throughout the course, you should have no difficulties meeting deadlines. If you wait until just before assignments are due, you may experience the workload as difficult to manage. In order to be fair to your fellow students, *please be forewarned that 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 Fall Term 2009 Syllabus

|                | <b>Dates</b>   | <b>Topic</b>   | <b>Readings</b>                | <b>To Do</b>   |
|----------------|----------------|--|--------------------------------|--|
| <b>Week 1</b>  | <b>Sept 27</b> | <b>Course Overview</b>   |                                |  |
|                | <b>Sept 29</b> | <b>Key Concepts and Principles</b>   | Chapter 1                      | Chapter 1 Summary due                                    |
| <b>Week 2</b>  | <b>Oct 4</b>   | <b>Multi-level perspective 1: The neurobiology of developmental psychopathology</b>  | Chapter 2                      | Chapter 2 Summary due                                    |
|                | <b>Oct 6</b>   | <b>Multi-level perspective 2: Genes and gene/environment interaction<br/>VIDEO: <i>Ghost in your Genes</i></b>                   | Chapter 3 & Blackboard Reading | Chapter 3 Summary due, Summary of assigned reading due   |
| <b>Week 3</b>  | <b>Oct 11</b>  | <b>Risk factors 1: Maltreatment and other early adversity effects</b>  | Chapter 4                      | Chapter 4 Summary due, Paper Topic Statement Jan 20      |
|                | <b>Oct 13</b>  | <b>Risk factors 2:<br/>VIDEO: <i>Stress: Portrait of a Killer</i></b>  | Blackboard Reading             | Summary of assigned reading due                          |
| <b>Week 4</b>  | <b>Oct 18</b>  | <b>Child and adolescent disorders overview: DSM-IV*</b>  | Blackboard Reading             | Summary of assigned reading due<br>Study for Test #1     |
|                | <b>Oct 20</b>  | <b>Developing and testing evidence-based Interventions<br/><i>Plus: Dr. Phil's Failsafe Guide for Successful Test Taking</i></b> | 2 Blackboard Readings          | Summary of assigned readings due<br>Study for Test #1    |
| <b>Week 5</b>  | <b>Oct 25</b>  | <b>Test # 1 In class</b>   | --                             | Take Test #1   |
|                | <b>Oct 27</b>  | <b>Attention Deficit Disorder</b>  | Chapter 11                     | Chapter 11 Summary due                                   |
| <b>Week 6</b>  | <b>Nov 1</b>   | <b>Disruptive Behavior Disorders</b>   | Chapter 12                     | Chapter 12 Summary due                                   |
|                | <b>Nov 3</b>   | <b>Eating Disorders<br/>VIDEO: <i>Dying to be Thin</i></b>   | Chapter 21                     | Chapter 21 Summary due                                   |
| <b>Week 7</b>  | <b>Nov 8</b>   | <b>Childhood Obesity<br/><i>Guest Lecture: Dr. Paulina Nowicka</i></b>   | Chapter 17                     | Chapter 17 Summary due                                   |
|                | <b>Nov 10</b>  | <b>Fetal Alcohol Spectrum Disorders</b>  | Chapter 7                      | Chapter 7 Summary due                                    |
| <b>Week 8</b>  | <b>Nov 15</b>  | <b>Child and Adolescent Depression</b>   | Chapter 16                     | Chapter 16 Summary due<br>4 abstracts for Term Paper Due |
|                | <b>Nov 17</b>  | <b>Bipolar Disorder</b>  | Chapter 18                     | Chapter 18 Summary due                                   |
| <b>Week 9</b>  | <b>Nov 22</b>  | <b>Medications for child and adolescent disorders: Pros and Cons<br/>VIDEO: <i>The Medicated Child</i></b>                       | 2 Blackboard Readings          | Summary of assigned readings due                         |
|                | <b>Nov 24</b>  | <b>Thanksgiving – No class</b>   | --                             |  |
| <b>Week 10</b> | <b>Nov 29</b>  | <b>Course summary and discussion, assistance with papers &amp; test preparation</b>  | --                             | Study for Test #2  |
|                | <b>Dec 1</b>   | <b>Test # 2</b>  | --                             | <i>Final Term Paper Due Dec 8</i>                        |