

PSY 480
Development & Psychopathology
Summer 2011
4 weeks (July 18 – August 10)
Location 175 LIL
Monday-Thursday 8:00-9:50am
University of Oregon
Department of Psychology

Contact Information

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Office Hours: Monday 10-11 Straub 309, 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, 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.

Major topics covered will include: contrasting models of psychopathology; classification and epidemiology of childhood psychopathology; outcome of childhood disorders; therapeutic approaches and their efficacy; and developmental resilience. The course format will include both lectures and discussion.

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.

We will also become better consumers of information about childhood disorders that are described in the popular press. We will read and critique articles in class to prepare you for your media paper.

The course is designed for upper division undergraduate 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 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) Develop critical thinking and writing abilities, and demonstrate writing in APA style.

Course Format:

The course meets four days a week for four weeks. Each class meeting is one hour and fifty minutes long. Much of the readings for the class are contained in a book that has chapters written by experts in each area we will be studying. There will also be additional readings posted on blackboard. 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.

***It is expected that your participation will be respectful of your classmates and the instructor.**

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. Note that these are **required** readings and you will be tested on their content.

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

97+= A+	92-96=A	90-91=A-	88-89=B+	82-87=B	80-81=B-
	78-79=C+	70-77=C	68-69=C-	60-67=D	59=D-

Attendance and Participation: Summer session goes by quickly, and every class you

miss will put you at a disadvantage for learning the material. Participating in class activities and discussions will help you better retain the information in ways that reading and listening to lectures will not. Therefore, I will give credit for (1) showing up to class, and (2) participating actively in classes.

Attendance: 5%

You can miss one class without penalty. Every other class you miss will cause you to lose 1%.

0 or 1 absence: 5%

2 absences: 4%

3 absences: 3%

4 absences: 2%

5 absences: 1%

Participation: 2%

Actively contributing to class discussions is worth 2% of your total grade. If you consistently participate, you will get the full 2%. If you occasionally participate, you will get 1% of the participation score. If you show up to class but do not contribute to discussion, you will not get any participation credit.

Course Preparedness Assignments: 10%

Preparedness is measured by the submission of assignments you will be assigned at the end of each class period. The assignment will vary. I may assign you a one-paragraph summary of that day's reading, with specific requirements for what should be included in the summary. I may ask you to write your reaction to a popular press article and how it relates to the readings and lectures. Assignments are described at the end of each class period. *I will collect these assignments 2 or 3 times a week*; however, I will not tell you ahead of time which days I will collect them. Your total grade will be based on your scores from **10 assignments** that I collect. These must be typed, printed out, and brought to class. I will not accept them if they are emailed to me.

Media Paper: 15%

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 (by July 21st). 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 the 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 2-4 pages long. You must turn in a

hard copy – I will not accept them if they are emailed to me – by August 1st, 2011.

Tests: 38%

Two tests will be administered during the course 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. The tests will be made up of multiple choice and short essay questions. Each test will be equally weighted.

Term Paper: 30%

Students will prepare a term paper describing in detail a specific form of child/adolescent psychopathology and the current research regarding causes and effective strategies for treating/preventing the disorder. This paper must be 6-8 pages, double-spaced, 12 point Times New Roman font with 1" margins. The paper must use APA referencing style and a reference section must be included at the end of the paper.

Assignment	% of grade	Due Date
Attendance and Participation	7%	Daily
Course Preparedness	10%	Daily
Assignments		
Media Paper -- Topic approval	15%	Due July 21 st
-- Paper due		Due August 1 st
Exam #1	19%	In class July 28 th
Exam #2	19%	In class Friday Aug 12 @ 8am
Term Paper -- Topic Approval	30%	Due July 28 th
-- Outline		Due August 8 th
-- Paper due		Due August 12 th

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 me immediately, so I 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).*

COURSE SCHEDULE

	Date	Topic	Reading	Due*
Week 1	18-Jul	Class Overview Key Concepts and Principles	Ch. 1	
	19-Jul	Multi-level perspective 1: Genes and gene/environment interaction VIDEO: <i>Ghost in your Genes</i>	Ch. 3 Bb-Science of Success	
	20-Jul	Multi-level perspective 2: The neurobiology of developmental psychopathology Discuss media paper in detail	Bb-Cicchetti & Thomas, 2008 Bb: Brain training articles (3)	
	21-Jul	Risk factors 1: Child Maltreatment Video: Stress, Portrait of a Killer	Ch. 4 Bb- The Poverty Clinic	Media Topic approval
Week 2	25-Jul	Risk factors 2: Temperament	Ch. 5 & 6	
	26-Jul	Risk factors 3: Executive Control	None!	

	27-Jul	Catch up and review for exam		
	28-Jul	Exam # 1 Psychopathology: DSM IV versus other conceptualizations	Bb- DSM Bb- Am. of Mental Illness	Term Paper Topic Due
Week 3	1-Aug	Anxiety Disorders	Ch. 15 Bb- Understand. The Anxious Mind	Media Paper Due
	2-Aug	Depressive Disorders	Ch. 16	
	3-Aug	Attention Deficit Disorder	Ch. 11	
	4-Aug	Disruptive Behavior Disorders	Ch. 12	
Week 4	8-Aug	Autism	Ch. 19	Term Paper Outline Due
	9-Aug	Medications for child and adolescent disorders: Pros and Cons VIDEO: <i>The Medicated Child</i>	Bb-Running from Ritalin	
	10-Aug	Developing and testing evidence-based Interventions Review for exam	Bb-	
	12-Aug	Exam #2		Term Paper Due

* Preparedness homework due daily