

**PSY 480 Fall 2012**  
**Developmental Psychopathology**

**Time/Location:** Tuesday and Thursday, 08:30-09:50, Knight Library 101

Instructor: Shannon Peake  
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Office: 470 Straub Hall / LISB 118  
Office Hours: Tues. 12:00-2:00 or by appt.  
Blackboard: PSY 480 Devel & Psychopath  
CRN: 15825

**Course Web Site:**

The course web page is available on Blackboard which can be accessed from any web browser with an Internet connection at <http://blackboard.uoregon.edu/>, or from a link on the University of Oregon main website. Your Blackboard account is automatically created through your enrollment in this course. If you have problems accessing your account please contact the [Information Technology Center in Knight Library](#) (phone: 346-2681).

**Course Overview**

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, disruptive behavior, 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.

This course will not 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 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.

Most of the readings for the class are contained in a book that has chapters written by experts in each area we will be studying. Additional readings will be posted as .pdf files to Blackboard in the Course Documents > Readings section. 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.

**Text and Resources:**

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

**Grading**

Grades are assigned based on the number of points you accrue on course requirements and will be determined according to the following cut points:

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

**Attendance (15%):** Attendance is required for this course and will be recorded for each class. To earn the maximum attendance of 15 points, you must attend at least 15 of the 19 scheduled classes. The intent of this requirement is to emphasize the importance of attendance and participation, while allowing some flexibility. In addition, it is worth noting that exam material is frequently covered verbally in lecture and may not be explicitly noted in the lecture slides. Therefore, the practice of *taking notes* on key concepts or information presented during lecture will likely improve your exam performance.

**Course Preparedness (15%):** Preparedness will be measured by the submission of a one-paragraph summary of each of the assigned readings, 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 reading(s) and at least two main points the authors make. Summaries turned in after the class in which the material is covered will receive half credit for the day of the lecture only. Summaries submitted after the day of the lecture will receive no credit.

**Exams (40%):** Two tests will be administered during the course; each 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. No books, written notes, or printouts of the Powerpoint presentations are permitted. No computers are permitted, with the exception of electronic language dictionaries for international students. 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 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.

The points for the paper are as follows: 1 point for an accepted paper topic, 4 points for turning in four article summaries, 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. More details about the term paper can be found in a separate document on the Blackboard course area under Course Documents.

**Extra Credit (5%):** A total of up to 5 points are available for (1) completing pages of the Brain Coloring Book handout (one point 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 (one point per question).

**Grading Summary:**

15% - Attendance  
15% - Course Preparedness  
40% - Exams  
30% - Term Paper  
  
5% - Extra Credit

**Outside-Classroom Contact:**

If you have any questions, comments, or issues, please do not hesitate to come to my office during office hours or email me. Although I have set office hours, I am very willing to schedule separate times to meet. Just email me your request and include some times that would work for you (I'm here a lot). Regarding grades and course requirements, early communication is the best way to avoid misunderstanding. Waiting until the last week of class (or worse, after the course is finished) is not a good strategy.

Nota bene: Information regarding changes to assignments or scheduled dates will be disseminated through **UO email sent from Blackboard**. It is therefore important that you check your UO email regularly.

**Academic Honesty**

You must work independently on all assignments 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. Collaboration is acceptable for exam preparation (e.g. study groups), but not for assignments and papers.

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 any consequences in consultation with the appropriate University of Oregon program staff.

Your work may in some cases be submitted to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so. If you are ever unsure about whether a behavior constitutes cheating, please ask me. It would also be wise to read the university's policy on academic dishonesty at the [Office of Student Life homepage](#).

**Students with Disabilities:**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)

## Developmental Psychopathology Fall Term 2012 Syllabus

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>	<i>To Do</i>
Wk 1	Sept 25	Course Overview		
	Sept 27	Key Concepts and Principles	Chapter 1	Chapter 1 summary due
Wk 2	Oct 2	Multi-level perspective 2: Genes and Gene/environment Interaction VIDEO: <i>Ghost in your Genes</i>	Chapter 3 & Blackboard reading	Chapter 3 and article summary due
	Oct 4	Risk factors 1: Maltreatment and Other Early Adversity Effects	Chapter 4	Chapter 4 summary due, paper topic due
Wk 3	Oct 9	Fetal Alcohol	Chapter 7	Chapter 7 summary due
	Oct 11	Risk factors 2: Stress VIDEO: <i>Stress: Portrait of a Killer</i>	Blackboard reading	Summary of assigned reading due
Wk 4	Oct 16	Child and Adolescent Disorders Overview: DSM-IV	Blackboard reading	Summary of assigned reading due, study for Exam 1
	Oct 18	<b>Exam 1 in class</b>		<b>Take Exam 1</b>
Wk 5	Oct 23	Attention Deficit Disorder	Chapter 11	Chapter 11 summary due Term paper abstracts due
	Oct 25	Disruptive Behavior Disorders	Chapter 12	Chapter 12 summary due Term paper summaries due
Wk 6	Oct 30	Anxiety	Chapter 15	Chapter 15 summary due
	Nov 1	Child and Adolescent Depression	Chapter 16	Chapter 16 summary due
Wk 7	Nov 6	Eating Disorders VIDEO: <i>Dying to be Thin</i>	Chapter 21	Chapter 21 summary due
	Nov 8	Bipolar Disorder	Chapter 18	Chapter 18 summary due
Wk 8	Nov 13	Autism	Chapter 19	Chapter 19 summary due
	Nov 15	Developing and Testing Interventions	2 Blackboard readings	Summary of assigned readings due
Wk 9	Nov 20	Debate on Medications for Children Americanization of Mental Illness VIDEO: <i>The Medicated Child</i>	3 Blackboard readings	Summaries of assigned readings due
	Nov 22	Thanksgiving – No class	--	
Wk 10	Nov 27	Course summary, exam review, assistance with paper	--	Study for Exam 2
	Nov 29	<b>Exam 2 in class</b>	--	<b>Take Exam 2</b>
Wk 11	Dec 6	<b>Final Term Paper</b>		<b>Final Term Paper Due</b>