

**DEVELOPMENTAL PSYCHOPATHOLOGY – PSY 480**  
**SUMMER TERM, 2012**  
**MTWR 10:00 – 11:50 a.m., CHA 204**  
**Office Hours: By appointment**

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***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, 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. As we will not have time to cover all of the childhood and adolescent disorders, if you are particularly interested in a topic not listed on the syllabus, you may choose 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, wellbeing, 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 adolescents
- 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 includes lectures, video materials, discussion, and assigned readings. Although lectures will overlap to some degree with the reading material, there will be lecture material that is not covered in the reading and reading material that is not covered in the lectures. Exams will assess mastery of the content from all sources of material. The course meets four days a week for four weeks for one hour and fifty minutes. Much of the readings are in a book with chapters written by subject experts. There will also be additional readings posted on Blackboard. I have attempted to keep the reading to a minimum, but to get the most out of the course (and receive points for preparedness), you must complete reading assignments before the lecture on that topic.

***Expectations***

- 1) Participate in class, complete and critically evaluate the assigned reading, and study for exams.
- 2) Attend all class meetings. **This is not a course to take if you think you will miss more than one class.**
- 3) Complete all assignments on time. I do not accept late, e-mailed, or hand-written work.
- 4) During class, pay attention, take notes, and participate by listening and discussing course material.
- 5) Be respectful of the instructor and your classmates. In addition to respectful participation (active listening), this includes turning off cell phones, waiting until class is over to pack up your belongings, etc.

### ***Required Readings***

Readings are assigned on a daily basis. Readings are to be completed BEFORE the class meeting for which they are assigned. There is one required text book, available at the bookstore, along with online readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well in this course without completing the assigned readings.

### ***Required Text***

Beauchaine, T.P. & Hinshaw, S. P. (2008). Child and Adolescent Psychopathology. John Wiley and Sons: NY.

Selected readings posted to the Blackboard site for this course. Note that these are **required** readings and you will be tested on their content.

### ***Grading***

Your grade will be computed by combining your scores in the following overall categories:

Percent	Course Work
5	Attendance
5	Participation (in-class discussion)
15	Course Preparedness Assignments
5	Term Paper Outline and References
20	Term Paper
50	Exams (2)
100	<b>Total</b>

### ***Course Grade***

Final grades will be based on percentage of total possible points earned, and distributed as follows:

A+	<i>Reserved for exceptional performance, usually above 98%, maximum of 3 A+ grades</i>		
A	93-100	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9		
B-	80-82.9	N*	less than 70
C+	77-79.9	P*	70 or higher
C	73-76.9		<i>*If taking Pass/Fail</i>
C-	70-72.9		

### ***Policy on Late Work / Missing Exams***

No late work will be accepted FOR ANY REASON. All work must be printed single-sided, double-spaced, 1-inch margins, using black ink and Times New Roman 12-point font (according to APA style). All papers should be turned in during the first five minutes of class. Do NOT e-mail me your work. If you do not bring your work to class, it is considered missing. You cannot turn in late work FOR ANY REASON. 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) at my discretion.*

### ***Workload and Summer Courses***

The work load in this course is consistent with other upper division undergraduate courses at the University. 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. Summer session goes by quickly, and every class you miss will put you at a disadvantage of doing well. Be aware that a summer course compresses the amount of time we have to cover material, and most students do best when they devote an additional 1 – 2 hours per day to work in this course.

## Course Requirements

### **Attendance: 5%**

Every class you miss puts you at disadvantage for doing well in this course, particularly during Summer session,. Therefore, I will give you credit just for coming to class! You can miss ONE class without penalty. After that, each absence removes 1% from your grade:

### **Participation: 5%**

Participation is crucial in this course as taking part in activities and discussions will help you better retain and apply course information. Actively participating is worth 5% of your grade. If you consistently participate, you will get the full 5%. If you occasionally participate, you will get 2.5%. If you show up to class but rarely or never participate, you will not get any participation credit. We will have both full class and small group discussions to facilitate increased participation.

### **Course Preparedness Assignments: 15%**

Preparedness is measured by short assignments you will receive at the end of each class period. They are always due the following class meeting. I may assign a one-paragraph summary of the next reading, ask you to write a reaction to an article in the popular media, and/or apply course information to a specific topic. All assignments must be typed and formatted as noted above. I DO NOT accept late, e-mailed, or hand-written assignments for any reason. Your grade will be the average of all assignments made, and weighted at 15% of your total grade.

### **Term Paper: 25%**

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. Five percent is reserved for your outline and references.

### **Exams (2): 50%**

Two exams will be administered during this course. The first exam will cover material presented in the first half of the course, and the second will cover material from the last half of the course. You are responsible for all material covered in the course, including lecture, slides, readings, videos, and discussions. The exams are likely to be composed of matching, short answer, and fill-in-the-blank, but may also have multiple choice questions on them.

## Additional Notes

### **Using Blackboard**

The web site for this course is embedded within Blackboard at <http://blackboard.uoregon.edu>. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, etc.. You can get to the course web site by going to. For help using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>.

**Plagiarism Policy:** Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. I take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. You can find clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism here: <http://www.uwosh.edu/departments/llr/citing.html>

### **Students with Disabilities**

If you have a documented disability and may need accommodations, please contact me the first day of class. Please request that the Counselor for Students with Disabilities send a letter verifying your disability by the end of the first week. Without documentation, accommodations are not guaranteed and are to be made at the discretion of the instructor.

### **Diversity and Respect for Others**

It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to gender in society, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the

**Bias Response Team** at 346-2037 or <http://bias.uoregon.edu>.

### Weekly Schedule: Topics, Readings, Assignments, Deadlines

Week	Day	Topic	Reading	Due*
Week 1	Mon	Class Overview Key Concepts and Principles	Ch. 1	
	Tue	Multi-level perspective 1: Genes and gene/environment interaction Video: <i>Ghost in your Genes</i>	Ch. 3 Bb-Science of Success	
	Wed	Multi-level perspective 2: The neurobiology of developmental psychopathology	Bb-Cicchetti & Thomas, 2008 Bb: Brain training articles (3)	
	Thu	Risk factors 1: Child Maltreatment Video: <i>Stress, Portrait of a Killer</i>	Ch. 4 Bb- The Poverty Clinic	
Week 2	Mon	Risk factors 2: Executive Control	Ch. 5	Term Paper Topic
	Tue	Risk factors 3: Temperament	BB – DePauw & Mervielde, 2010	
	Wed	Catch up and review for exam	None!	
	Thu	<b>Exam # 1</b> Psychopathology: DSM IV versus other conceptualizations	Bb- DSM (First & Pincus, 2004) Bb- Americanization of Mental Illness	
Week 3	Mon	Anxiety Disorders	Ch. 15 Bb- Understand The Anxious Mind	
	Tue	Depressive Disorders	Ch. 16	Term Paper Outline & Refs
	Wed	Attention Deficit Disorder	Ch. 11	
	Thu	Disruptive Behavior Disorders	Ch. 12	
Week 4	Mon	Autism	Ch. 19	
	Tue	Medications for child and adolescent disorders: Pros and Cons VIDEO: <i>The Medicated Child</i>	Bb-Running from Ritalin	
	Wed	Developing and testing evidence-based Interventions Review for exam	TBA	
	Thu	<b>Exam #2</b>		Term Paper

\* Preparedness homework due daily

NOTE: 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.