

**PSY 480/580 Winter 2013 (CRN 36944/36945)**  
**Developmental Psychopathology**

*Mondays and Wednesdays, 2:00-3:20pm*  
*142 Straub Hall*

**Instructor:**

Professor Jeff Measelle; ([measelle@uoregon.edu](mailto:measelle@uoregon.edu)); Office Hrs: Weds 12-2pm in Straub 373.

**Graduate Teaching Fellow:**

Melissa Yockelson ([melissay@uoregon.edu](mailto:melissay@uoregon.edu)); Office Hrs: 3:33-5:30pm in LISB 416

**Course Overview**

This course is intended to provide a framework for understanding the developmental origins of psychological disorders of childhood and adolescence. The first part of the course will emphasize conceptual issues within the field of Developmental Psychopathology, and the supporting research literature. The second half of the course will apply DP principals to our consideration of specific disorders of childhood and adolescence; these will include attention deficit and hyperactivity disorder, autism, depression, bipolar, disruptive behavior, and anxiety disorders. Considerable attention will be paid throughout the course to environmental contexts, developmental processes, and the interactions among environmental/genetic/neurobiological factors that often anticipate 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.

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 on BlackBoard in the Course Documents > Readings section. In order to get the most out of the course (and receive points your reading summaries), it is necessary to complete reading assignments before the lecture on that topic.

**Text and Resources:**

1. Beauchaine, T.P. & Hinshaw, S. P. (2013). *Child and Adolescent Psychopathology*, 2<sup>nd</sup> Ed. John Wiley and Sons, New York.
2. Selected readings posted in pdf form on Blackboard

**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 Requirements:**

**Enrolled Graduate Students:** Please see instructor for supplemental course requirements.

**Attendance (10%):** 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.

**Reading Summaries (20%):** Reading summaries will consist of (a) one-paragraph (5-7 sentences) summary of each of the assigned readings for a given lecture and (b) a question that you would like to discuss in class, time permitting. 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, and provide a relevant question. Summaries, with your name and student ID on it, will be turned in to the instructor **at the beginning** of each class. Summaries turned in after the class in which the material is covered but on the same day of the lecture will receive half credit. Summaries submitted after the day of the lecture will receive no credit.

**Exams (40%):** Two tests (each 20% of grade) 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. Exams will be a combination of multiple choice, short answer, and short essay.

**Term Paper (30%):** Students will prepare a term paper describing in detail a specific form of child/adolescent psychopathology and the current research regarding its developmental origins (i.e., risk factors, developmental pathways, and developmental course). This paper must be 6-8 pages, double-spaced, 12 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. You will need a minimum of 10 references, all of which must be peer reviewed journal studies or book chapter; none of your 10 references can be a web site.

To help you develop and to write this paper, we will observe the following dates and corresponding points:

- Wednesday, April 17: 2-3 sentences describing focus of your paper (*5 points*)
- Wednesday, May 8: Paper outline and list of 10 references to be used (*15 points*)
- Wednesday, June 12: Final paper due (*50 points*)

In order to receive full credit, the topic statement, outline and references, and the final paper itself **MUST** be submitted by the dates indicated above and 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.

### **Grading Summary:**

10% - Attendance

20% - Reading Summaries

40% - Exams

30% - Term Paper

\*\*\*Graduate students will complete additional work; see instructor.

### **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 papers will be submitted to *SafeAssign* via BlackBoard; *SafeAssign* is a 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)

**Dates/Course Topics/Readings/To Do's**

	<b>Dates</b>	<b>Topic</b>	<b>Readings</b>	<b>To Do</b>
Wk 1	April 1	Course Overview	--	--
	April 3	Key Concepts and Principles of DP	Chapter 1	Chapter 1 summary due
Wk 2	April 8	Multi-level perspective 1: Genes and Gene/environment Interaction VIDEO: <i>Ghost in your Genes</i>	Chapter 3	Chapter 3 summary due
	April 10	Multi-level perspective 2: Biological embedding of experience; susceptibility vs. diathesis	Chapter 4	Chapter 4 summary due & Paper topic due
Wk 3	April 15	Risk factors 1: Prenatal programming and early life adversity	Chapter 9	Chapter 9 summary due
	April 17	<b>*** No Class Today ***</b>	--	--
Wk 4	April 22	Risk factors 2: Stress and allostatic load VIDEO: <i>Stress: Portrait of a Killer</i>	Chapter 8	Chapter 8 summary due
	April 24	Risk factors 3: Caregiving, attachment, and other contextual effects on development (e.g., poverty)	Chapter 5	Chapter 5 summary due
Wk 5	April 29*	<b>Exam 1 in class</b>	--	<b>Take Exam 1</b>
	May 1*	Child and Adolescent Disorders: Overview of DSM V	Chapter 2	Chapter 2 summary due
Wk 6	May 6	Attention Deficit Disorder	Chapter 12	Chapter 12 summary due
	May 8	Disruptive Behavior Disorders	Chapter 13	Chapter 13 summary due Term paper outline & refs due
Wk 7	May 13	Depression	Chapter 17	Chapter 17 summary due
	May 15	Anxiety	Chapter 16	Chapter 16 summary due
Wk 8	May 20	Bipolar Disorder	Chapter 19	Chapter 19 summary due
	May 22	Eating Disorders VIDEO: <i>Dying to be Thin</i>	Chapter 22	Chapter 22 summary due
Wk 9	May 27	<b>***Memorial Day – No Class***</b>	--	--
	May 29*	Autism	Chapter 20	Chapter 20 summary due
Wk 10	June 3	Developing and Testing Interventions VIDEO: <i>The Medicated Child</i>	2 BB readings	Summary of assigned readings due
	June 5	<b>Exam 2 in class</b>	--	<b>Take Exam 2</b>
Exam Week	Wed, June 12	<b>Final Term Paper</b>		<b>Final Term Paper Due</b>

**Important Academic Dates for Spring 2013**

<b>Deadline</b>	<b>Last day to:</b>
April 7:	Drop this course (100% refund, no W recorded)
April 7:	Process a complete drop (90% refund, no W recorded)
April 8:	Drop this course (75% refund, no W recorded; after this date, W's are recorded)
April 8:	Process a complete drop (75% refund, no W recorded; after this date, W's are recorded)
April 10:	Add this course
April 10:	Last day to change to or from audit
April 14:	Withdraw from this course (75% refund, W recorded)
April 21:	Withdraw from this course (50% refund, W recorded)
April 28:	Withdraw from this course (25% refund, W recorded)
May 19:	Withdraw from this course (0% refund, W recorded)
May 19:	Change grading option for this course