

PSY 480 Summer 2013 (CRN 41888)
Developmental Psychopathology

Time/Location: *MTWR, 10:00-11:50am, MCK 123*

Instructors: Christina Gamache Martin, M.S. and Melissa Yockelson

	<u>June 24 – July 7</u>	<u>July 8 – July 18</u>
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Office Hrs:	Wednesday, June 26 and July 3 12:00-1:00, or by appointment	Wednesday, July 10th and July 17th 12:00-1:00, or by appointment

Course Objectives:

Welcome to Psych 480! 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/hyperactivity disorder, depression, autism, 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;

Course Format:

This course meets four times a week, Monday through Thursday, for one hour and fifty minutes. 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. We have attempted to keep the reading to a minimum, but in order to get the most out of the course (and receive points for your reading summaries), it is necessary to complete reading assignments on that topic prior to the corresponding lecture.

Text and Resources:

1. Beauchaine, T.P. & Hinshaw, S. P. (2013). *Child and Adolescent Psychopathology*, 2nd 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:

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

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

Requirements include the following:

1. Attendance (10% of grade): Attendance is required for this course and will be recorded for each class. To earn the maximum attendance of 10 points, you must attend at least 12 of the 15 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.

2. Course Preparedness (20% of grade): Preparedness is measured by the submission of a) a one-paragraph summary of the assigned reading (when multiple readings are assigned, see the following assignment calendar to determine which reading to summarize) 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 chapter and at least two main points the authors make, and provide a relevant question. You must submit at least 10 of the 12 assigned summaries to receive full credit. 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.

3. Tests (40% of grade): Two tests (each 20% of grade) 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 1 page (front and back) of handwritten notes to use on the exam. Your book and printouts of the Powerpoint presentations are not permitted. No computers or other printed materials 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.

4. Term Paper (30% of grade): 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)

and effective strategies for treating or preventing this disorder.

This paper must be 6-8 pages, double spaced, 11 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.

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

- **Monday, July 1:** 1-3 sentence(s) describing an acceptable paper topic (1 point)
- **Tuesday, July 9:** 4 one-paragraph summaries for 4 empirical research articles that you will be using as references for your paper, along with a copy of the first page of the articles (showing the article abstract). This requirement is to assist you in developing the critical skill of summarizing the main points and potential limitations of scientific research pursuant to forming your own views. An example of an effective article summary will be provided in class. (4 points)
- **Thursday, July 18 at 5:00 p.m.:** Final paper due (25 points)

In order to receive full credit, the topic statement and abstracts and summaries **MUST** be submitted in class on the dates indicated above and on the following assignment calendar (also see handout on term papers). Topics and summaries/abstracts turned in after the class in which the material is covered but on the same day of the lecture will receive half credit. Topics and summaries/abstracts submitted after the due date will receive no credit. Finally, as noted above, a final version of the paper is due no later than 5 p.m. on July 18.

NOTE: More details about the term paper can be found in a separate document on the Blackboard course area under Course Documents.

****Extra Credit (up to 5% of grade):** Students may earn up to 3% of extra credit by participating in Psychology research through the Human Subjects Pool. One hour of participation is equivalent to 1% credit. The Psychology Department Human Subjects Coordinator will give a short presentation during the first week of class to provide information on how to use the subject pool. Research hours must be completed by the last day of class, Thursday July 18th.

Students may earn up to 2% of extra credit by completing all 12 of the course preparedness assignments on time.

Students with special needs: The UO works to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify the instructor(s) immediately, so we can support your success in this course. Students with documented disabilities should ask Disability Services (164 Oregon Hall at 346-3211 or disabsrv@uoregon.edu) to send a verifying letter to the instructor by the end of the first week of class.

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Academic Honesty:

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.

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 your instructor(s). It would also be wise to read the University's policy on academic dishonesty at the [Office of Student Life homepage](#).

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. 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.

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).

Diversity with 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 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>.

Mandatory Child Abuse Reporting:

Effective January 1, 2013, all employees of Oregon higher education institutions (that includes me and all your other instructors) are considered by law to be subject mandatory reporters of child abuse (Oregon Child Abuse Reporting Statutes, ORS 419B.005 – 419B.017). By law, a 'child' is "any unmarried person who is under 18 years of age." That means that I must immediately report to the State of Oregon Department of Human Services (DHS) or a local law enforcement agency if I have "reasonable cause to believe" that any child with whom I come into contact has suffered abuse or that any person with whom you come into contact has abused a child. As defined by ORS 419B.005, abuse includes, but is not limited to:

- Any assault of a child and any physical injury to a child caused by other than accidental means
- Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child

- Rape of a child, which includes but is not limited to rape, sodomy, unlawful sexual penetration and incest
- Sexual abuse
- Sexual exploitation, including contribution to the sexual delinquency of a minor, allowing, permitting, or encouraging or hiring a child to engage in prostitution or patronize a prostitute
- Negligent treatment or maltreatment of a child
- Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child's health or welfare
- Buying or selling a child
- Allowing a child on the premises where methamphetamine is being manufactured
- Unlawful exposure to a controlled substance that subjects a child to risk of harm.

Note that these new rules specify that if I, as your instructor, "reasonably believe that another person with whom (I) come in contact abused a child or suffered child abuse in the past, (my) reporting obligation has no time limit and (I) must contact DHS or law enforcement."

HOWEVER, "(My) reporting obligation regarding abuse inflicted on a person is only triggered when the person whom (I) think may have been abused is still a child (as defined above) at the time (I) have the reasonable suspicion of abuse. (I am) still encouraged, however, to provide information to DHS or law enforcement so as to avoid potential future harm by the accused against children currently covered by the law."

Please see <http://around.uoregon.edu/content/gamandatory-reporting-child-abuse> for more details.

Dates/Course Topics/Readings/To Do's (e.g., Assignment Calendar):

Week	Day	Topic	Reading	Due*
Week 1	June 24	Class overview Key Concepts and Principles	Chapter 1	
	June 25	Multi-level perspective 1: Genes and Gene/environment Interaction VIDEO: <i>Ghost in your Genes</i>	Chapter 3 + 1 Article on Blackboard	Chapter 3 Summary
	June 26	Multi-level perspective 2: The neurobiology of developmental psychopathology	2 Articles on Blackboard	Summary for the empirical article
	June 27	Risk Factor 1: Child maltreatment and other early adversity effects	Chapter 5	Chapter 5 Summary
Week 2	July 1	Risk Factor 2: Stress VIDEO: <i>Stress: Portrait of a Killer</i>	Chapter 8	Chapter 8 Summary Term paper topic
	July 2	Overview of the DSM	Chapter 2 + 1 Article on Blackboard	Chapter 2 Summary
	July 3	Exam #1		Take Exam 1
	July 4	***NO CLASS***		
Week 3	July 8	Attention Deficit Disorder	Ch. 12	Chapter 12 Summary
	July 9	Disruptive Behavior Disorders	Ch. 13	Chapter 13 Summary 4 article abstracts and corresponding summaries for term paper
	July 10	Anxiety	Ch. 16	Chapter 16 Summary
	July 11	Depressive Disorders	Ch. 17	Chapter 17 Summary
Week 4	July 15	Eating Disorders VIDEO: <i>Dying to be Thin</i>	Ch. 22	Chapter 22 Summary
	July 16	Autism	Ch. 20	Chapter 20 Summary
	July 17	Developing and Testing Interventions VIDEO: <i>The Medicated Child</i>	2 Articles on Blackboard	Summary of either article
	July 18	Exam #2		Take Exam 2 Term Paper