

PSY 480: Developmental Psychopathology
Winter 2013

Tu/ Th, 2:00 - 3:20 pm, 242 Gerlinger

Instructor Information

Rosemary Bernstein, M.S

Office Hours: Thursday, 3:30-4:30 pm, 375 Straub Hall

Contact info: reb@uoregon.edu

Course Overview

Welcome to Psych 480! This course is intended to provide a framework for understanding the etiologies of psychopathology—the contexts, developmental processes, and relational/ environmental/ intrapersonal factors that have been found to be associated with the onset and maintenance of psychopathology. Because we only have 10 weeks together, and because the diagnostic criteria for psychological conditions are subject to change (very soon, with the DSM-V coming out this year), we will spend our time exploring some of the most predominant theories of symptom development, rather than on memorizing different disorders and their diagnostic criteria. Where we will discuss particular disorders, they will be used as illustrations for the various theoretical frameworks covered.

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:

- Be able to identify the theoretical orientations underlying published research and pop psychology editorials (i.e. are the authors assuming a genetic model of developmental psychology, or a social learning perspective?), and, where appropriate, critique these papers for omitting factors/processes that they may have overlooked.
- Be able to describe some of the environmental/social/biological influences that are causally associated with various psychological disorders
- Be familiar with the scientific research strategies for examining the causes and consequences of these disorders

Be prepared to think, and be prepared to challenge some of your long-held assumptions about human behavior.

Required Texts

1. Beauchaine, T.P. & Hinshaw, S. P. (2008). Child and Adolescent Psychopathology. John Wiley and Sons, New York.
2. Additional readings will be posted as .pdf files to Blackboard in the Course Documents > Readings section.

Course Organization and Requirements

Lectures. The material in the lectures will not directly parallel the material in the assigned readings. That being said, the topics we will cover in class will build off of those in the readings. Thus, all assigned chapters/ Blackboard articles should be read *before* class, as it will give you a solid framework to understand the lecture material.

During lecture, I strongly encourage discussion and questions. You are encouraged to participate in course discussions and to ask questions or share insights. 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.

Exams. There will be two exams in this course: one at the beginning of week 5, and another at the end of week 10. *There will be no final given during finals week.* The exams will be multiple-choice and non-cumulative. Both exams will have between 30-50 equally-weighted questions. No official study guide will be circulated.

Extra credit. At the end of each of the two exams, an optional short-answer section will provide the opportunity to earn up to 2 extra credit points per exam.

Discussion posts. Each week, you will be responsible for contributing to the class discussion board on our blackboard course website. The class will be divided into two groups, and each group will be assigned their days to post (i.e. Tuesday or Thursday). Discussion boards will close 2 hours before class begins. Each post is worth 5 points and will be graded on an *all-or-none basis* (i.e. 0 or 5). No late posts will be accepted.

Group	Blackboard Discussion Posting Period
Tuesday	Sunday at 3:30 pm until Tuesday at 12 pm
Thursday	Tuesday at 3:30 pm until Thursday at 12 pm

If you are the first to post for that day, your assignment is to post a *substantive* question related to the reading for the upcoming lecture. Most often, this involves an observation followed by a question, for example:

“On pg. 10, our text described a study that...This made me think of (concept from class/current or historical event, etc.) and so I wondered...(then pose a question to your classmates).”

If you are *not* the first to respond, you are responsible for both: **a)** responding to the question posted immediately before yours, and then **b)** composing a new discussion question for the next student to answer (in the same format as above). *Include both part 1 & 2 in the same thread.* In addition to replying to the most recent post’s question, you will need to read all of the same day’s discussion questions already posted to make sure your question is novel (so it is in your interest to do it early!). Thus, if you are the last student to post a discussion question for the day, you will need to a) read the six or seven discussion questions already posted for that posting period, b) respond to the question immediately before yours, and c) pose a new discussion question not already asked.

If you have problems accessing your account please contact the [Information Technology Center in Knight Library](#) (phone: 346-2681).

Participation points. Upper division (i.e. 400-level) classes like this one rely on students' active participation. That means I expect that you not only show up for class having read the assigned readings, but that you also participate by sharing comments or asking questions during class. I understand that speaking in class is hard for some, so if this is you, you can earn participation points by coming to my office hours, emailing me with questions, or otherwise letting me know you are engaging with the material. These points ARE NOT guaranteed padding points—you *really will have to earn them!*

Also, I want to emphasize that QUALITY is better than QUANTITY here—I want you to participate in meaningful ways, and not in ways that either undermine the lecture agenda or disrespect your peers. Remember, your classmates need to earn their points too, so if you find yourself talking a great deal, let someone else take the floor for a bit.

The rubric for participation will be:

- 0= spotty attendance (<75%) with no participation
- 3= regular attendance without participation
- 5= a small number of incidences of talking in class
- 8= high quality participation in at least 5 of the 10 weeks
- 10= consistent*, high quality participation throughout the class

*= This means that you meaningfully contribute to class at least once a week

Grading

Exam 1: 20 points (20%)

Exam 2: 20 points (20%)

Discussion posts: 5 points each (x10)= 50 points (50%)

Participation: 10 points (10%)

Total points possible: 100

Your scores will be combined and weighted to yield one final total score. The top score from class will be used to determine full credit (i.e. if the top score in the class is a 96%, this score will become a 100% and all student scores will increase by 4%. Note that if someone earns more than 100% in the class, no adjustment will be made.) After this adjustment, the following percentage conversion will be used to assign letter grades:

%	0-59	60-69	70-72	73-76	77-79	80-82	83-86	87-89	90-92	93-96	97-100
Grade	F	D	C-	C	C+	B-	B	B+	A-	A	A+

Policies

Attendance. Although attendance will not be taken, your attendance is expected, as each class will cover A LOT of material. Moreover, because much of the lecture material will be supplemental to (and not a repetition of) your textbook reading, it is strongly in your interest to be in class to learn this material. Exam dates are listed in the “Lecture/Exam Schedule,” and I expect you to take the exams on those scheduled dates. Only in the cases of a documented emergency will make-up exams be offered.

Cheating/plagiarism. Don't do it! You're missing the point of college if you do. I will not hesitate to report academic misconduct to the University.

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 me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@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/qa-mandatory-reporting-child-abuse> for more details.

Order of Operations (OoO). If you have a question, in this class or any other, please follow these steps when trying to find the answer:

- 1) Consult the syllabus. Instructors spend time preparing syllabi for a reason, and they contain lots of important information. They are NOT meant to be looked at once at the beginning of the term and then put away never to be seen again.

- 2) Phone a friend! Classmates are a great resource for getting a question answered, especially regarding things you may have missed if you were late/absent.
- 3) If these first two steps leave you high and dry, then it's time to email your instructor (for other classes that have a TA, email him/her first, and then your professor). For this class, if you ask me something that has been answered/addressed in your syllabus, I will respond to you with a simple "OoO." If it happens consistently, I may take off participation points from your grade.

Course Calendar

Week	Date	Topic	Reading(s)
Intro to DP			
1	Jan 8	Course Overview, Introductions	--
	Jan 10	History & Key Concepts	Ch. 1 (p. 6-top of p. 19)
Biology & Physiology: Genetic & Biological Theories of DP			
2	Jan 15	Biology, Genetics, & DP	C. 2 (p.27-top of p.39); Ch. 3 (p.58 - p. 70)
	Jan 17	Neuro/Cognitive models of DP w/guest Shannon Peake, MS	Ch. 8 & Ch. 4
Physiology continued & Social Learning pt. I			
3	Jan 22	GxE interactions w/ VIDEO: Ghost in our Genes	Ch. 3 (end p. 70- p. 80); Ch. 16
	Jan 24	Social Learning Theory w/guest Cynthia Healey PhD	Thyer & Myers, 1998
Social Learning Continued			
4	Jan 29	Social Learning & DP continued	Ch. 13
	Jan 31	VIDEO: Killing us Softly	Ch. 21
Exam 1 & Psychodynamic Models of DP			
5	Feb 5	EXAM 1 IN CLASS	--
	Feb 7	Psychodynamic models of DP	Fonagy & Target, 2000
Attachment			
6	Feb 12	Intro to attachment theory	Sroufe et al., 1999
	Feb 14	The need to belong & DP	Carlson, 1998
Attachment continued			
7	Feb 19	Early Attachment injuries and DP w/ VIDEO: Child of Rage	van der Kolk et al., 2005
	Feb 21	An attachment Conceptualization of Axis II disorders	Levy, 2005; Ch. 17

Cognitive & CBT models of DP			
8	Feb 26	Cognitive Conceptualizations of DP part I	Lewinsohn et al., 2001
	Feb 28	Cognitive Conceptualizations of DP part II	Kliem et al., 2012
Cultural Considerations & Intervention			
9	Mar 5	Cultural Considerations for DP	“Cultural Considerations” from Ch. 11, 15, 18 & 19; Costello et al, 2003
	Mar 7	Intervention w/VIDEO: <i>The Medicated Child</i>	Kazdin, 2008; Parens & Johnston, 2008
Course Summary & Exam 2			
10	Mar 12	Course summary, exam review	--
	Mar 14	EXAM 2 IN CLASS	--
Have a Safe & Happy Spring Break!!			

Discussion Board Group Assignments

Tuesday	Abigail Annis
	Brittany Beauchamp
	Camille Estabillo
	Kendra Henriksen
	Alexa Jasmer
	Nicole Kallas
	Heidi Martinez
	Michelle Moran
Thursday	Haley Nation
	Chelsea Oakerson
	Jose Panduro
	Amanda Schmautz
	Fushu Tan
	Steven Trammell
	Jacqueline Trunnell