

**PSY 480 Fall 2015**  
**Developmental Psychopathology**

**Time and Location:** Tuesday/Thursday, 2:00-3:20, Lawrence 166

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**Course Web Site**

The course web page is available on Canvas, which can be accessed from any web browser with an Internet connection at <https://canvas.uoregon.edu/>. Your Canvas 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 the etiologies of psychopathology—the contexts, developmental processes, and biological and environmental 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 (e.g., the recent switch to DSM-V), we will spend much of our time exploring predominant theories of symptom development, rather than 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 final presentation project is a place for you to focus more specifically on what is known about a disorder of interest to you.

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 major theories, research findings, and methodological approaches in developmental psychopathology and discuss their strengths and weaknesses
- Be able to describe environmental and biological influences that are causally associated with various psychological disorders, and how these work together to influence risk and resilience during development
- Find relevant articles in the primary psychological literature on developmental psychopathology and critically evaluate the quality of the evidence presented
- Communicate clearly and effectively about key topics within developmental psychopathology based on an understanding of the empirical evidence

Be prepared to think, and to challenge long-held assumptions about human behavior.

### **Required Readings:**

1. Beauchaine, T.P. & Hinshaw, S. P. (2013). *Child and Adolescent Psychopathology* (2<sup>nd</sup> edition). John Wiley and Sons, New York.
2. Selected readings posted to the Canvas site for this course

### **Course Organization and Requirements**

**Lectures.** The material in the lectures will not directly parallel the material in the assigned readings, but the topics we cover in class will build on those in the readings. Thus, all assigned chapters/articles should be read *before* class, as they will give you a solid framework to understand the lecture material. During lecture, I strongly encourage discussion and questions; this sort of active engagement with the material not only makes the class more enjoyable, but it also facilitates learning.

It is worth noting that exam material is frequently covered verbally in lecture and may not be explicitly noted in the lecture slides (which will be posted to Canvas at the end of the week). Therefore, the *practice of taking notes* on key concepts or information presented during lecture, and following up with questions about points you find unclear, will likely improve your exam performance. Although you will not be graded based on class attendance and participation, your performance in the class will almost certainly be impacted by your choices in this regard.

### **Course Preparedness (Reading Summaries) and In-Class Exercises (30%).**

Preparedness will be measured two ways: (a) by the submission of a one-paragraph summary of each assigned reading (chapter or article) turned in via Canvas before class (you can type directly into Canvas or copy and paste from a different document). 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 2:00pm on the day of the class in which the material is covered will receive no credit.** Reading summaries will count for 75% of the “preparedness grade.

In addition, (b) there will be unannounced in-class exercises turned in at the end of class for credit. The percentage of satisfactorily completed summaries/exercises out of the total will be used to compute this score (i.e., if a student turns in half of these on time, s/he will receive 15 of the 30 possible points). In-class exercises will count for 25% of the preparedness grade.

**Exams (40%).** There will be three exams in this course, each administered during class (no exam during finals week). The scores on the top two exams will count toward the final grade. This means that you may choose to skip one exam due to illness or other reasons, or to drop the lowest grade of three. The exams will be multiple choice and non-cumulative. Exam questions will draw from both assigned readings and lecture material. A study guide will be made available before exams.

*Make-up exams will not be offered.* If you anticipate a conflict with an exam date based on a university-approved absence, it is your responsibility to bring this to the attention of the instructor and TA by the end of week 2.

**Presentation Project (30%).** Students will work in groups of 4-5 to prepare a Powerpoint presentation describing a specific form of child/adolescent psychopathology and the current research regarding causes and effective strategies for treating or preventing this disorder. The presentation should last approximately 20 minutes and include a reference section at the end.

The points for the presentation are as follows: 5 points for turning in an outline and supporting article summaries, 3 points for attending and providing feedback on others' presentations, and up to 22 points for the final presentation itself. Although the majority of points will be assigned at the group level, a portion of the final presentation points will depend on each member's individual contribution, as assessed by all group members.

In order to receive full credit, all components **MUST** be submitted by the dates indicated on the following calendar. More details about the presentation project and grading can be found in a designated folder on Canvas.

**\*Enrolled Graduate Students** will also prepare a 10-12 page paper on their chosen topic. In addition to describing the existing literature on causes and prevention/treatment, this paper will include a research proposal for a study that would extend knowledge in the field. Please see the instructor for further information about course expectations for graduate-level students.

### **Grading**

Exam 1:	20 points
Exam 2:	20 points
Course Preparedness/ Class Exercises:	30 points
Presentation Project:	30 points

Total points possible: 100

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+

### **Outside-of-Classroom Contact**

If you have any questions, comments, or issues, you may contact the instructor and/or the teaching assistant for the class. Please do not hesitate to come to our respective offices during office hours. Although we have set office hours, we are also willing to schedule

separate times to meet if you give advance notice (typically, at least 2 days ahead of when you're hoping to meet).

**Email policy.** I am (like most of us these days) very rarely out of email contact, and for certain things—i.e., scheduling a meeting outside office hours—email is the best way to get what you need. Communications about more substantive topics—i.e., questions about course material or your performance in the class—are best done in person. 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.

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

### **Academic Honesty**

You must work independently on all reading summaries and exams. 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) and for the presentation project.

Your work must be your own. Do not copy material directly from the internet or other sources into your reading summaries or presentation 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.

## Developmental Psychopathology Fall Term 2015 Syllabus

\*Subject to change (students will be notified of changes via email)

	<i>Dates</i>	<i>Topic</i>	<i>Readings</i>	<i>To Do</i>
Wk 1	Sept 29	Course Introduction & Overview		
	Oct 1	Key Concepts and Principles	Chapter 1	Ch 1 summary due
<b><i>Defining Psychopathology</i></b>				
Wk 2	Oct 6	Diagnostic Approaches to Psychopathology	Chapter 2	Ch 2 summary due
	Oct 8	Critiques and Alternative Approaches	CNV readings	Article summaries due
<b><i>Explaining Psychopathology: Biological Factors</i></b>				
Wk 3	Oct 13	Genetic and Environmental Influences VIDEO: <i>Ghost in your Genes</i>	Chapter 3	Ch 3 summary due
	Oct 15	<b>Exam 1 in class</b>		<b>Take Exam 1</b>
Wk 4	Oct 20	Stress Physiology	Chapter 8	Ch 8 summary due
	Oct 22	Stress Physiology VIDEO: <i>Stress: Portrait of a Killer</i>	CNV readings	Article summaries due
<b><i>Explaining Psychopathology: Intrapersonal Factors</i></b>				
Wk 5	Oct 27	Temperament & Executive Function	Chapter 7	Ch 7 summary due
	Oct 29	<b>Exam 2 in class</b>		<b>Take Exam 2</b>
<b><i>Explaining Psychopathology: Interpersonal Factors</i></b>				
Wk 6	Nov 3	Attachment	Chapter 17, CNV reading	Ch17 & article summaries due <b>Presentation outline &amp; summaries due</b>
	Nov 5	Social Learning	Chapter 14 CNV reading	Ch 14 & article summaries due
<b><i>Treating Psychopathology: Intervention</i></b>				
Wk 7	Nov 10	Early Intervention	CNV readings	Article summaries due
	Nov 12	<b>Exam 3 in class</b>		<b>Take Exam 3</b>
<b><i>Final Presentations</i></b>				
Wk 8	Nov 17	Presentation preparation		
	Nov 19	<b>Presentations Day 1</b>		<b>Presentations due</b>
Wk 9	Nov 24	<b>Presentations Day 2</b>		
	Nov 26	Thanksgiving – No class		
Wk 10	Dec 1	<b>Presentations Day 3</b>		
	Dec 3	<b>Presentations Day 4</b>		

CNV=Canvas (see posted readings by date)