



PSY 480 - Development & Psychopathology

Course Number: PSY 480
Course Title: Development & Psychopathology
Term & Year: Summer 2015, 7/20 - 8/13
Meeting Time: Mon - Thurs, 2pm - 3:50pm
Meeting Location: Straub 252

Instructors: Grace Binion & Ariel Carter-Rodriguez
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Office: Straub 365 (yes, we share an office!)
Office Hours: Ariel: Tues & Thurs, 10 – 11am; Grace: Mon & Wed, 11am – 12pm

Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	July	20
Last Day to Drop w/o a W	Wednesday	July	22
Last Day to Change Grading Option	Wednesday	August	5
Last Day to Drop w/ a W	Thursday	August	6
Final Exam	Thursday	August	13
Summer Graduation	Saturday	August	15
Labor Day Holiday	Wednesday	September	7

Course Format: This course will be primarily lecture and discussion-based. Over the course of the term students will engage in class discussions, self-reflective writing, and critical analysis of media. Students will be expected to come to class prepared, having read assigned material and ready to discuss the day's topic. All readings will be available to you on the class Canvas site. **There are no presentations, group assignments, or formal exams in this class. As such, extra effort will be expected in class participation and engagement with assigned essays.**

Grading Policy: Everything you write for this class will be turned in online in Canvas. Assignments will always be **due at midnight**. Discussion questions will always be **due at midnight the night before class that topic**. For example, if we assigned you a reading on the history of peanut butter and jelly sandwiches, your thoughtful discussion question on this reading would be **due at midnight the night before the class** in which we discussed PB&J sandwiches. All other assignments are due at midnight on the day listed in the class schedule (see end of syllabus). This class is much shorter than those held during the school year. When adjusted to scale, one day of lateness in this class translates to approximately one week of lateness during a typical term. **Thus, each written assignment that is submitted past the deadline will be deducted 10% for each calendar day that it is late.**

Graded components:

Participation & Discussion Questions: Participation in the course will be assessed via: 1) active engagement in class, and 2) discussion questions. As students ourselves, we understand that completing several readings per night can be difficult and reduce motivation to engage with the material. To address this problem, we have assigned one reading per class, but expect it to be read thoroughly and thoughtfully. Please come to class having read the assigned article and be prepared to share your thoughts and questions. We understand that some of you may not be as comfortable speaking in class as others. The discussion questions are designed to account for some of this; if your submitted discussion questions are well constructed and thoughtful, we will know that you have reflected on the material. All of this said, we encourage you to share whatever thoughts, questions, opinions, etc. you might have during this course. This course is interactive, and is (ideally) supposed to be enjoyable! **Discussion questions are always due at midnight the night before the class in which we discuss that reading. Each discussion question is worth 1 points (11 points total) and participation is worth 4 points, for a total of 15 points.**

Self- Development Trajectory Paper: For this assignment, students will trace their own developmental trajectory, in three parts. **First**, you will look toward the past. In particular, in conjunction with the themes of this course, you will identify biopsychosocial risk and protective factors in your own life and important transition points along your own path of development. **Second**, you will examine the link between your past and present to address the question of how you arrived at where you are today. In particular, think about your current choices regarding where you attend college, what your major is, what your relationships are like, etc. **Finally**, you will project toward the future. In particular, think about your past and present and predict out 5 and 10 years down the road, linking future plans with past and current development. Where will you be in terms of important life domains: professional, personal, social, etc.? How have your experiences of the past and present helped shape where you will be in the future. **The results of this self-examination will be written up in a 4-5 page paper double-spaced, worth 25 points.** Papers should be well written and properly cited/formatted according to APA guidelines.

Case Response: In conjunction with regularly assigned readings involving case studies of child and adolescent disorders throughout the semester (which all students will read), each student will be assigned specific cases about which they will answer several questions online in D2L before the class period in which the assigned reading is due. These are designed to be brief thought pieces (about 1 page in length) that will be used to stimulate in-class discussions. So, even though your responses are submitted online, you should remember what you wrote and be prepared to share it with the class. **There will be no opportunity to make up this assignment if you miss it. Each student will complete one case response worth 10 points.**

Movie Analyses: We will watch two movies depicting developmental psychopathology themes and topics that we will have discussed in class. Class time will be allotted to watching each movie together and subsequently engaging in a critical discussion of the themes therein. Following this discussion, you will be asked to write a reflective, analytic paper that expounds upon the course-relevant elements of the film. This paper should describe and critically analyze the film's portrayal of aspects such as risk, resilience and recovery, family dynamics, developmental trajectories, cascade of risk, differential susceptibility, and the potential for and presence of emerging psychopathology resulting from these factors. You should consider and explain the accuracy of these portrayals, drawing on and citing course lectures and assigned readings heavily. **These should not be creative papers, but rather should be academic, analytic, critical reflections on the films. They should also critical analyses, not mere synopses of the movie.** This is an opportunity for you to actively apply the material we've covered in class to cultural depictions of development and psychopathology. **Papers should be double-spaced, 3-4 pages in length, and are worth 50 points each.** Your papers should be well written and properly cited/formatted according to APA guidelines.

Grade Breakdown:

Participation (4 pts) & Discussion questions (11pts)	15 points	15
Self-Developmental Trajectory	25 points	25
Case Response	10 points	10
Movie analyses (x2)	50 points each	100
Total:	150	

The grading system used in this course is as follows (with minus and plus grades assigned at the appropriate cutoffs):

A (100-90%) = Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

B (89-80%) = Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

C (79-70%) = Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D (69-60%) = Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F (<60%) = Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Attendance Policy: As with any course you take, you will get out of this class what you put into it. That said, we understand that things happen, events are scheduled, and it may become necessary for you to miss class from time to time. We believe it is in your best interest to attend class regularly, but you are adults and your education is a service for which you pay; you are fully capable of making your own decisions regarding class attendance. Please be aware that material covered in lecture will be integral to the completion of course requirements. **While you are not required to attend class, it is strongly recommended that you do so.** When you do, please be on time and courteous to your fellow classmates. If you do need to arrive late to class, please do so as quietly as possible so as not to disrupt lecture and disturb your fellow students. If you must miss class, it is your responsibility to contact other students to acquire any notes and to remain updated on information that may have been missed as a result of your absence.

Classroom Etiquette: First, it is imperative that all members of this class are respectful. This means that everyone, including us as instructors, is responsible for treating the statements, ideas, and feelings of others with respect. Not only is this an important life skill, it is especially important in a discussion-based class. Second, laptops should not be used in this class. Research suggests that taking notes on a laptop is associated with worse retention of the material. Taking notes by hand appears to be best. Further, laptop use is associated with significant distractibility not just for the laptop-user, but also for those sitting in close proximity. This class is small and primarily discussion-based, so please refrain from using your laptop, tablet, or phone in class. Finally, see the above “Attendance Policy” section regarding arriving late to class.

Academic Honesty: Plagiarism is the utilization of **words and/or ideas** that were not originally one's own without proper crediting of the source from which such words and/or ideas were drawn. Plagiarism can be explicit and clear (e.g. taking someone's words verbatim, with or without quotations marks, without citation) or subtle (e.g. changing the wording of someone's ideas but failing to cite the source of those ideas). Plagiarism is academic theft and is a serious offense, regardless of the scale on which it was committed. While we wish we didn't have to worry about plagiarism, we will make efforts to detect any that might be present in the coursework for this class. If found, punitive and reporting measures in line with the University's academic honesty policy will be adhered to in the fullest extent.

Trauma Disclosure: In our roles as Graduate Teaching Fellows, we are required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about any discrimination, harassment, or physical and sexual assault students disclose to us (or in our presence). If an abuse that occurred in the past is disclosed, we are still encouraged to report if we reasonably believe there is a current or future risk of harm based on the information we received. This poses special difficulties in a class where discussion plays an important role and assignments draw on personal experiences. We will discuss the implications of this more fully in class. We are also here to connect you to mental health care resources at UO should you need them and/or would like to speak to a trained professional in a confidential setting.

About Us:

Grace - I am a second year Ph.D clinical psychology student working with Maureen Zalewski. I received my B.A. in Psychology from Georgia Gwinnett College, a small liberal arts college just north of Atlanta. I graduated with declared concentrations in clinical, developmental, and cognitive psychology and completed an honors thesis project examining nonverbal emotional competence as a mediator between early childhood adversity and adult mental health symptoms. As you might guess, my research interests center on the intersection of these topics. Specifically, I am interested in the cognitive and socioemotional processes which support resilient functioning following experiences of interpersonal trauma (particularly chronic experiences like abuse and maltreatment) and how these processes change across the developmentally intense periods of toddlerhood and adolescence. When I'm not getting lost in research, I love playing (running, biking, hiking, etc.), trying new recipes (chocolate bacon bourbon bread pudding anyone?), finding new music, reading comics, and playing video games.

Ariel - I am also a second year student in Ph.D clinical psychology, and I work with work with both Jennifer Ablow and Jefferey Measelle. I received my B.A. in Psychology from Whitman College, a small liberal arts college in Walla Walla ("the town so nice they named it twice"), Washington. During my undergrad, I completed an honors thesis that examined stress and poverty, specifically by measuring diurnal cortisol output in mom-infant pairs within both low- and high-socioeconomic groups. My research interests lie in the realm of developmental psychopathology, with a focus on stress reactivity and internalizing symptoms. I am presently looking at physiological measures of stress reactivity (e.g. RSA) in mothers' responses to infant cry, and how mothers' histories of trauma might influence parenting behaviors. In the future, I also hope to explore similar topics in populations of different cultures/races. To survive the rigorous life of graduate school, I enjoy biking, creative writing, reading, drawing, playing with cats, and making (and eating) spicy food.

Week	Date	Topic	Reading	Assignment
1	Monday, 7/20	Theory, Principles, & Practices		
	Tuesday, 7/21	Stress Risk & Protective Factors	Ripetti et al. (2002)	1 discussion question
	Wednesday, 7/22	Assessment, Diagnosis, & Treatment Infant Mental Health	Sameroff & Fiese (2005)	1 discussion question
	Thursday, 7/23	MOVIE DAY: Beasts of the Southern Wild		Self-Development Paper due by midnight
2	Monday, 7/27	Disorders of Early Development & Attachment	DSM-5	1 discussion question
	Tuesday, 7/28	Intellectual Disorders & Autism Spectrum Disorder (ASD)	Beauchaine & Hinshaw Ch. 20	1 discussion question
	Wednesday, 7/29	Child Maltreatment & Trauma Disorders	Beauchaine & Hinshaw Ch. 5	1 discussion question
	Thursday, 7/30	Anxiety Disorders	Beauchaine & Hinshaw Ch. 16	Beasts Paper due by midnight
3	Monday, 8/3	Mood Disorders	Beauchaine & Hinshaw Ch. 17	1 discussion question
	Tuesday, 8/4	Attention Deficit Hyperactive Disorder (ADHD)	Beauchaine & Hinshaw Ch. 12	1 discussion question
	Wednesday, 8/5	Oppositional Defiant Disorder (ODD) Conduct Disorder (CD)	Beauchaine & Hinshaw Ch. 13	1 discussion question
	Thursday, 8/6	MOVIE DAY: Perks of Being a Wallflower		Case Respons due by midnight
4	Monday, 8/10	Adolescence as a Developmental Period	Steinberg (2002)	1 discussion question
	Tuesday, 8/11	Eating Disorders	Beauchaine & Hinshaw Ch. 22	1 discussion question
	Wednesday, 8/12	Substance Use Disorders	Beauchaine & Hinshaw Ch. 15	1 discussion question
	Thursday, 8/13	Perspective on Prevention & Treatment Wrap Up Party	TBD	Perks of Being a Wallflower Paper due by midnight