

Psychology 480: Development & Psychopathology Syllabus

Summer 2018

Mondays – Thursdays, 12:00pm – 1:50pm

105 Peterson Hall

University of Oregon

Instructor

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Office Hours

Tuesdays and Thursdays, 2:00pm – 3:00pm and by appointment

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Course Overview and Policies

What are the factors that contribute to the onset and maintenance of psychological disorders before adulthood? How do we define different forms of psychopathology? What do we know about effective ways to treat various conditions? The goal of this course is to seek to answer these questions and in doing so, to provide you with an introduction to the current scientific landscape of developmental psychopathology.

Learning Goals

At the conclusion of the course, you will be able to...

- describe theoretical frameworks that inform our current understanding of the origins of developmental psychopathology
- outline the defining features of the psychological disorders that we have reviewed
- identify interventions that have been shown to be effective for the psychological disorders that we have discussed

Canvas

Documents and announcements for the course will be posted on Canvas. Please be sure to check Canvas regularly.

Textbook

Beauchaine, T. P., & Hinshaw, S. P. (Eds.). (2017). *Child and adolescent psychopathology*. Hoboken, NJ: John Wiley & Sons.

This textbook is available in electronic form on the University of Oregon library website: <https://library.uoregon.edu>. If you would like to have a hard copy of the book, it is available for purchase from the Duck Store or Amazon.

Readings

Readings will be drawn mainly from the textbook. All other readings will be available on Canvas. Please note that the assigned reading for each class is due **BEFORE** the start of that particular class. It is important to keep up with the reading because this is a 4-week course, and we will cover a substantial amount of material.

Lectures

Lectures will be designed to augment your understanding of the reading assigned for each particular class. However, lectures may also include new material that is not covered in the assigned reading. Lectures will be uploaded to Canvas each day after class.

Use of Electronics

You may use laptops and tablets during class to take notes. However, out of respect to your fellow students, please refrain from using your electronics to engage in activities unrelated to the class, such as surfing the web, checking Facebook, and reading email. Doing so is distracting to your classmates and interferes with your and their ability to learn. Please also silence your cell phones and keep them stowed away for the duration of each class.

Academic Accommodations

If you require any academic accommodations, please let me and the Accessible Education Center know as soon as possible. The Accessible Education Center (AEC) is located in Oregon Hall, Suite 360 and can be reached by phone at (541) 346-1155 or by email at uoaec@uoregon.edu. More information on the AEC can be found here: <https://aec.uoregon.edu>

Academic Integrity

In short, please do not cheat. Instances of cheating, including plagiarism, will be taken seriously and brought to the attention of the Office of Student Conduct and Community Standards. Examples of cheating include peering at another student's responses during an exam and copying material verbatim from a research article without properly referencing the original work. Details on the university's Student Conduct can be found here: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Late Assignments / Missed Participation Activities, Quizzes, and Exams

Extensions or "make-ups" will only be granted in the case of documented family and medical emergencies. For example, a doctor's note for an illness would have to be submitted in order for a quiz to be made up at a later time.

Classroom Environment

It is important to me that our class is an environment in which everyone feels safe to openly ask questions and express his or her views. To that end, I will do my best to foster an inclusive atmosphere in which all individuals and opinions are respected, and I ask that you do the same for your fellow students.

Course Assessment

Quizzes (6 quizzes x 2 points each = 12 points total)

Quizzes will be given at the start of class **every Tuesday and Thursday** (except on 8/30 when there is an exam) and will cover material from the assigned reading that was due that day and the day prior. For example, a quiz given on a Tuesday will be on the reading that was due on that Tuesday and the day before (Monday). The goal of the quizzes is to encourage you to keep up with the reading. We will be moving rapidly through many different topics, and completing the readings as they are assigned will facilitate your success in the class.

Exams (2 exams x 25 points each = 50 points total)

One midterm and one final exam will be given. Each exam will draw on material both from the readings and lecture. The final exam will not be cumulative. However, please keep in mind that concepts covered in the first half of the course inform what we learn in the second half of the course. I will provide a study guide on Canvas before each exam.

Class Participation (13 classes x 1 point each = 13 points)

A class participation activity will take place each day to deepen engagement with the material covered. These activities will typically take the form of a case analysis or discussion with other students.

Final Project – Educational Resource (25 points)

For the final project, you will design and create an educational resource that will provide information on one disorder. The objective of this project is to educate the public on the disorder using information gleaned from empirical articles. The final product could be a video, a pamphlet, or another format of your choosing. Guidelines for this project will be provided on Canvas. The project will be **due** at the end of the third week on **Thursday, 9/6**.

Grading Summary

	Quantity	Points Per Quantity	Total Points
Quizzes	6	2 points	12 points
Exams	2	25 points	50 points
Class Participation Activities	13	1 point	13 points
Final Project	1	25 points	25 points
Total Points			100 points

Note: The total number of raw points for the class is 100, so every raw point is equal to one percentage point.

Grades will be assigned according to the percentage distribution below. I may curve overall grades at the end of the term.

Letter Grade Distribution

97.5% - 100.0%	A+
92.5% - 97.4%	A
89.5% - 92.4%	A-
87.5% - 89.4%	B+
82.5% - 87.4%	B
79.5% - 82.4%	B-
77.5% - 79.4%	C+
72.5% - 77.4%	C
69.5% - 72.4%	C-
67.5% - 69.4%	D+
62.5% - 67.4%	D
59.5% - 62.4%	D-
<59.5%	F

Course Schedule

Week	Day	Class Topic	Reading Due (Before Class)
Week 1	8/20/18, Monday	Overview of Developmental Psychopathology	N/A
	8/21/18, Tuesday	Classification of Disorders	Ch. 2
	8/22/18, Wednesday	Fetal Programming	3 articles on Canvas
	8/23/18, Thursday	Genes and the Environment	Ch. 3
Week 2	8/27/18, Monday	Risk and Resilience	Ch. 4
	8/28/18, Tuesday	Stress	Ch. 8
	8/29/18, Wednesday	Autism Spectrum Disorder	Ch. 22
	8/30/18, Thursday	Exam #1 (midterm)	
Week 3	9/3/18, Monday	No class (Labor Day)	
	9/4/18, Tuesday	Attention-Deficit/Hyperactivity Disorder	Ch. 13
	9/5/18, Wednesday	Anxiety Disorders	Ch. 16
	9/6/18, Thursday	Obsessive-Compulsive and Related Disorders Final Project Due	Ch. 17
Week 4	9/10/18, Monday	Depressive Disorders	Ch. 18
	9/11/18, Tuesday	Trauma- and Stressor-Related Disorders	Ch. 20
	9/12/18, Wednesday	Substance Use Disorders	Ch. 15
	9/13/18, Thursday	Exam #2 (final exam)	