

**PSY 480/580 Fall 2019**  
**Developmental Psychopathology**

**Time and Location:** Monday/Wednesday, 12:00-1:20, 117 ED

**Instructor:** Jennifer Ablow, Ph.D.

**Email:** jcablow@uoregon.edu

**Office:** Straub 475

**Office Hours:** Tuesday 3:00-5:00, or by appointment

**GTF:** Kavya Mudiam

**Email:** kmudiam@uoregon.edu

**Office:** Straub 439

**Office Hours:**, Wednesday 2:00 – 3:00, Thursday 12:00 – 1:00, or by appointment

***Please put PSY 480/580 on the subject line of all email correspondence!***

**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: 346-1942).

**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, 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

### **Required Readings:**

1. Beauchaine, T.P. & Hinshaw, S. P. (2017). Child and Adolescent Psychopathology (3<sup>rd</sup> edition). John Wiley and Sons, New York.
2. Selected readings posted to the Canvas site for this course

### **Course Organization and Requirements**

***Please Note: This course requires considerable reading, writing, time management, and small-group meetings outside of class time to prepare a group presentation. If you are looking for an easy course with a light load, then this is probably not the course for you.***

**Class Meetings.** The material in class presentations 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 class presentations, 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 class presentations and may not be explicitly noted in the presentation slides (which will be posted to Canvas by the end of the week). Therefore, the *practice of taking notes* on key concepts or information presented during class (including movies), 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. The most enjoyable courses are certainly those in which everyone comes to class well prepared and makes thoughtful contributions to the discussion.

**Course Preparedness (Reading Summaries) and Class Exercises (30%).** Preparedness will be measured three 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. I think the latter (copying and pasting) is more prudent, in case your computer glitches while you are writing directly into Canvas. It is also nice to have a backup of your summaries. 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. You will be responsible for completing 15 out of 17 reading summary assignments in this course. Any additional reading summaries completed will contribute to extra credit, and of course, increased learning. **Summaries turned in after 11:59 AM on the day of the class in which the material is covered will receive no credit.** Reading summaries will count for 50% of the “preparedness” grade.

In addition, (b) there will be class exercises. For the most part, these class exercises will be completed in class and turned in at the end of class for credit. On occasion, I will ask you to complete the class exercise via Canvas, and I will give you a deadline for the Canvas submission. 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, the student will receive ½ of the possible points). In-class exercises will count for 23.3% of the preparedness grade.

Finally, (c) although similar to the daily in-class exercises, 26.7% of the preparedness grade will be for “audience accountability” during the presentation days (see details below and Group Presentation and Final Paper document on Canvas).

**Exams (40%).** There will be two exams in this course, each administered during class (no exam during finals week). The exams will be non-cumulative, multiple choice, short answer, and essay. Exam questions will be drawn from all class material (i.e., assigned readings, lecture material, and video). 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 GSI by the end of week 2.

**Presentation Project and Paper (30%).** This assignment is designed for students to employ what they learn about developmental psychopathology to specific disorders. Students will work in groups to prepare a PowerPoint presentation describing a specific form of child/adolescent psychopathology and the current research regarding known causes, risk factors and effective strategies for treating or preventing this disorder. Each member of the group will be responsible for a particular aspect of the topic (e.g., characteristics of disorder, interpersonal risk and protective factors, intrapersonal risk and protective factors, cultural considerations, treatment, etc.). Each student's subtopic of the larger topic will become their final paper (5-page, APA formatted, summary of subtopic). The grading structure for this project and its sub-assignments is below. See Group Presentation and Final Paper document on Canvas for details

**\*Enrolled Graduate Students:** Although only responsible to present on one aspect of the disorder to which they are assigned, graduate student's final paper will be a 10-12 page paper that addresses all aspects of the disorder to which they are assigned. In addition to describing the existing literature on causes and prevention/treatment, this paper will include a "future directions" section that proposes areas necessary for future investigation to extend knowledge in the field. Please see the instructor for further information about course expectations for graduate-level students.

#### PSY 480/580 Assignment Point Structure

<u>Assignment</u>	<u>Percent of Total Grade</u>	<u>Points (Per Assignment)</u>	<u>Total Points</u>
<b>Course Preparedness/In Class Exercises</b>	<b>30%</b>		<b>60*</b>
<b>Reading Summaries</b>	<b>15%</b>	<b><u>2</u> (x15)</b>	<b><u>30</u></b>
<b>In-Class Exercises</b>	<b>7%</b>	<b><u>1</u> (x13)</b>	<b><u>13</u></b>
<b>Audience Accountability</b>	<b>8%</b>	<b><u>3</u> (x5)</b>	<b><u>15</u></b>
<b>Presentation Project &amp; Paper</b>	<b>30%</b>		<b>60</b>
<b>Group Presentation</b>	<b>10%</b>		<b><u>20</u></b>
<b>Final Paper</b>	<b>10%</b>		<b><u>20</u></b>
<b>Group Meeting Evaluation Forms</b>	<b>4%</b>	<b><u>2</u> (x4)</b>	<b><u>8</u></b>
<b>Group Subtopic Assignments</b>	<b>2%</b>		<b><u>4</u></b>
<b>Individual Reference Page</b>	<b>2%</b>		<b><u>4</u></b>
<b>Group Presentation Outline</b>	<b>2%</b>		<b><u>4</u></b>

<b><u>Exams</u></b>	<b><u>40%</u></b>	<b><u>80</u></b>
<b>Exam 1</b>	<b>20%</b>	<b>40</b>
<b>Exam 2</b>	<b>20%</b>	<b>40</b>
<b><u>Total</u></b>	<b><u>100%</u></b>	<b><u>200</u></b>

*\*The extra 2 points are a gift. ☺*

The following percentage conversion will be used to assign letter grades:

%	0-59	60-69	70-73	74-76	77-79	80-83	84-86	87-89	90-93	94-98	99-100
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 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. However, your final presentation summary must be your own work.

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 “Vericite” 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.

**Classroom Conduct**

Please be respectful of me, and your fellow students, in the following ways.

1. Technology: Don't use technology (computers/tablets/cell phones/etc.) for non-lecture related purposes like social media, texting friends, shopping, etc. Research shows that divided attention reduces learning. It is also really distracting to me and your classmates.
2. Time: There is a lot of material to cover each time we meet, so please be on time. Critical announcements will be made at the beginning of each lecture (and copied to Canvas); you are responsible for staying up to date via Canvas if you miss or are late to class.
3. Inclusivity: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of development. My door (and email inbox) is always open to suggestions or concerns related to inclusivity

## Developmental Psychopathology Fall Term 2019 Syllabus

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

	Dates	Topic	Readings	To Do
Wk 1	Oct 2	Course Introduction & Overview		<i>Submit on Canvas Top 3 Disorder Choices by Friday, October 4</i>
<b>Defining Psychopathology</b>				
Wk 2	Oct 7	Key Concepts and Principles	Chapter 1	Ch 1 summary due
	Oct 9	Diagnostic Approaches to Psychopathology	Chapter 2	Ch 2 summary due
<b>Explaining Psychopathology: Biological Factors</b>				
Wk 3	Oct 14	Genetic and Environmental Influences	Chapter 3	Ch 3 summary due
	Oct 16	Biological embedding of experience, susceptibility vs. diathesis	Chapter 4	Ch 4 summary due CNV Reading
Wk 4	Oct 21	Stress Physiology	CNV readings	CNV Article summaries due <i>Submit Group Subtopic Assignments</i>
	Oct 23	Prenatal programming	Chapter 9	Ch 9 summary due
<b>Explaining Psychopathology: Intra &amp; Interpersonal Factors</b>				
Wk 5	Oct 28	<b>Exam 1</b>		<b>Take Exam 1</b>
	Oct 30	Attachment	CNV reading	CNV summaries due
<b>Explaining Psychopathology: Intra &amp; Interpersonal Risk</b>				
Wk 6	Nov 4	Maltreatment <i>Guest: Elisabeth Bouressa Heskett, MD</i>	Chapter 5, CNV Reading	Ch 5 & reading summary due <i>Submit Individual Reference Page</i>
	Nov 6	Emotion Regulation & Dysregulation	Chapter 11	Ch 11 summary due
<b>Explaining Psychopathology: Contexts for Development</b>				
Wk 7	Nov 11	Temperament & Executive Function	Chapter 6 & 7	Ch 6 & 7 summary due <i>Submit group presentation outline</i>
	Nov 13	Socioeconomic Adversity	Chapter 12, CNV reading	Ch 12 & CNV summary due
<b>Treating Psychopathology: Intervention</b>				
Wk 8	Nov 18	Intervention Approaches Recommended Video: <i>The Medicated Child</i>	CNV readings	Article Summaries due
	Nov 20	<b>Exam 2</b>		<b>Take Exam 2</b>

<b><i>Psychopathology Presentations</i></b>				
Wk 9	Nov 25	<b>Presentations Day 1</b>		Chapters TBD Summaries <b><i>All Presentations Due via Canvas</i></b>
	Nov 27	<b>No Class – Happy Holiday</b>		
Wk 10	Dec 2	<b>Presentations Day 2</b>		Chapters TBD Summaries Due
	Dec 4	<b>Presentations Day 3</b>		Chapters TBD Summaries Due

**December 9: Submit Subtopic summary via “Vericite” on CNV**

CNV=Canvas (see posted readings by date)