



PSY 480 - Development & Psychopathology

Course Number: PSY 480
Course Title: Development & Psychopathology
Term & Year: Summer 2019, 7/22 - 8/15
Meeting Time: Mon - Thurs, 10pm - 11:50am
Meeting Location: Straub 253

Instructor: Grace Binion
Contact: ghicks7@uoregon.edu
Office: Straub 336
Office Hours: Tues & Wed, 12pm – 2pm

Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	July	22
Last Day to Drop w/o a W	Wednesday	July	24
Last Day to Change Grading Option	Wednesday	August	7
Last Day to Drop w/ a W	Thursday	August	8
Final Exam	Thursday	August	15

Course Format: This course will be lecture- and discussion-based. Each day, lectures will take up approximately one half of class period, with the remaining time allocated to class discussion in both small and large groups. 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 or group assignments. As such, extra effort will be expected in class participation and engagement with assigned essay.** One final exam (consisting of multiple choice and short answer questions) will be given at the end of the term.

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 there was an assigned 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 typical term. When adjusted to scale, one day of lateness in this class translates to nearly 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:

Discussion Questions: Generally, each class period is supported by one or two moderate-length readings. Given the fast-paced nature of the course, readings have been selected to be most relevant to the lecture topic and are designed to complement, rather than supplement, the lectures. Please come to class having read the assigned article(s) and be prepared to share your thoughts and questions. I 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, I 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 a given reading. Each discussion question is worth 2 points, for a total of 30 points.**

Self- Development Trajectory Paper: For this assignment, students will trace their own developmental trajectory, in three parts. **First**, students will reflect on risk factors present in their own development. In accordance with the themes of this course, students will identify biopsychosocial risk factors in your own life. **Second**, students will reflect on protective factors (as they occur on multiple levels) present in their own development. In particular, students will reflect on the timing of these factors as relevant to primary tasks of each developmental period. **Finally**, students will consider which factors (both risk and protective) have exerted the greatest influence on their development this far. This reflection will take into account timing, duration, and intensity of these factors as well as crucial developmental junctures for continuity and change. **The results of this self-examination will be written up in a 2-4 page paper double-spaced, worth 10 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 students will be presented with three vignettes depicting individuals with symptoms of mental disorders. Students will be asked to answer specific questions about the case based on information presented on mental disorders so far and developmental psychopathology principles. These are designed to be brief thought pieces (about 1 page in length) and may 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: During the third week of class, will watch a movie depicting developmental psychopathology themes and topics that we will have discussed in class thus far. Class time will be allotted to watching the movie together and subsequently engaging in a critical discussion of the themes therein (time permitting). 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. **This should not be a creative paper, but rather should be an academic, analytic, critical reflection 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 popular media 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.

Exam: The class will have one exam designed to assess your recognition and understanding of key developmental psychopathology concepts. This exam will consist of multiple choice and short-

answer (3-4 sentences) questions. Students will be expected to demonstrate knowledge of foundational theories, recognize key themes, and identify symptoms of psychological disorders as they occur across development.

Grade Breakdown: Final grades in this course are determined by the following:

Discussion questions (2 points each)	30 points
Self-Developmental Trajectory	10 points
Case Response	10 points
Movie analysis	50 points
Final Exam	100 points
Total:	200

Psychology department guidelines for the level of achievement required for each grade can be found here: <http://psychology.uoregon.edu/courses/department-grading-standards/>
Grading cutoffs are as follows:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%

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, I understand that things happen, events are scheduled, and it may become necessary for you to miss class from time to time. I 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 me as an instructor, 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, laptop use is highly discouraged. 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 unless absolutely necessary. If you feel that you absolutely must take notes on your laptop, please seat yourself towards the back of the classroom to prevent distraction of students around you. 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 I wish we didn't have to worry about plagiarism, I will make efforts to detect any that might be present in the coursework for this class. If plagiarism is detected, you will receive a 0 on the given assignment and I will be required to report the infraction to the Student Conduct Committee. If plagiarism is detected a second time, you will receive a failing grade for the course. **If you are in doubt about whether something might be plagiarism, please don't hesitate to ask!**

Trauma Disclosure: In my role as Graduate Teaching Fellows, I am generally required to let the Office of the Dean of Students, Title IX Coordinator or the Office of Affirmative Action & Equal Opportunity know about any discrimination, harassment, or physical and sexual assault students disclose to me (or which occurs in my presence). If an abuse that occurred in the past is disclosed, I am still encouraged to report if I reasonably believe there is a current or future risk of harm based on the information I received.

However, it is important for you to know that disclosures in a classroom discussion or course assignments that may draw on personal experiences will not necessarily trigger such a reporting obligation. That means that if you disclose something in an assignment or discussion as part of this course, I will not share that information, and the university will not initiate an investigation or outreach based on that information, unless you ask us to. If you have questions about your rights, resources that are available, or how to file a complaint please see <http://safe.uoregon.edu> or call the 24-hour SAFE hotline to speak with a confidential resource who can talk to you about your options. I will discuss the implications of this more fully in class. I am also here to connect you to mental health care and other confidential resources at UO should you need them and/or would like to speak to a trained professional in a confidential setting.

About Me: I am a sixth 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, GA. My research interests center on the intersection of cognitive, developmental, and clinical psychology. 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 periods of rapid development. My dissertation examines how children's development of executive function and theory of mind skills is impacted by treatment of maternal mental health problems. I am also interested in meta-science and philosophy of science, with specific interests in how we measure constructs of interest, the analytic practices used to test our theories, and how these practices impact the reliability of scientific findings. Outside of work, I enjoy watching basketball, playing video games, listening to music and podcasts, and running.

Week	Date	Topic	Reading (due before start of class)	Assignment
1	Monday, 7/22	Theory & Principles		1 discussion questions
	Tuesday, 7/23	Defining Abnormality	Masten & Cicchetti (2010)	1 discussion question
	Wednesday, 7/24	Stress; Risk & Protective Factors	Sameroff & Fiese (2005)	1 discussion question
	Thursday, 7/25	Heritability, Gene-Environment Interaction/Correlation	Ripetti et al. (2002)	1 discussion question
2	Monday, 7/29	Temperament, Families, Peers	Zeanah & Gleason (2015)	1 discussion question
	Tuesday, 7/30	Child Maltreatment & Trauma Disorders	Cloitre et al. (2009)	1 discussion question
	Wednesday, 7/31	Neurodevelopmental Disorders (ID, ASD, LD)	Landa & Garrett-Mayer (2006)	1 discussion question
	Thursday, 8/1	Attention Deficit Hyperactive Disorder (ADHD)	Harpin et al. (2016)	1 discussion question Self-Developmental Trajectory
3	Monday, 8/5	Anxiety Disorders, Mood Disorders	Drake & Ginsberg (2012)	1 discussion question
	Tuesday, 8/6	Oppositional Defiant Disorder (ODD) Conduct Disorder (CD); Sex Differences in Psychopathology	Rowe et al. (2010)	1 discussion question
	Wednesday, 8/7	Adolescence as a Developmental Period	Steinberg (2002)	1 discussion question
	Thursday, 8/8	MOVIE DAY: Perks of Being a Wallflower		Case Response due by midnight
4	Monday, 8/12	Eating Disorders	Keel & Forney (2013); Rhode, Stice, & Marti (2015)	1 discussion question
	Tuesday, 8/13	Substance Use Disorders	Swendsen et al. (2010)	1 discussion question
	Wednesday, 8/14	Perspective on Prevention & Treatment Final Exam Review	Jorm (2012)	1 discussion question
	Thursday, 8/15	Final Exam; Wrap Up Party		1 discussion question Perks of Being a Wallflower Paper due by midnight