

# **PSY 480/580 Winter 2019**

## **Developmental Psychopathology**

Time and Location: Tuesday/Thursday 8:30-9:50am, Straub 156

Instructor: Ruth Ellingsen, Ph.D.

Email: rwe@uoregon.edu

Office: Straub 194 (Enter through Psychology Clinic on 15<sup>th</sup>)

Office Hours: Wednesday 2:30-4:30pm

GTF: Ben Nelson, M.S.

Email: bwn@uoregon.edu

Office: Straub 365

Office Hours: Monday 11am-1pm

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

### **Course Website**

The course web page is available on Canvas, which can be accessed from any web browser 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](#).

### **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.

### **Course Description**

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 concept in psychology.

**Expected Learning Outcomes:** 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 they 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.

### **Estimated Student Workload**

This course requires considerable reading, writing, time management, and small-group meetings outside of class time to prepare a group presentation. You should plan to devote approximately 8-10 hours of work *outside of class* per week. If you are looking for an easy course with a light load, then this is probably not the course for you.

### **Course Organization, Requirements, and How Grades Will Be Determined**

**Class Meetings:** The material in class presentation will not directly parallel the material in the assigned readings, but the topics we cover in class will build on 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.

Class attendance will not be taken; however, attendance is *strongly* encouraged. 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 videos) and following up with questions about points you find unclear will likely improve your exam performance. There will also be many in-class activities that cannot be completed if a student decides to not attend class. Furthermore, the most enjoyable courses are certainly those in which everyone comes to class well prepared and makes thoughtful contributions to the discussion.

Working with others is an essential skill for an individual working in clinical psychology, both in research and clinical contexts. For example, someone who works with children with behavioral and emotional problems must also work with many other professionals including clinicians, teachers, social workers, case-workers, medical professionals, etc. Thus, on the first day of the course, you will be assigned to a team that will work together for the duration of the course.

Course Preparedness (30% of grade): Preparedness will be measured three ways:

- Reading summaries (53% of preparedness grade): You will be asked to submit a one-paragraph summary of each assigned reading (chapter or article) 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 16 out of 18 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 8:30 AM on the day of class in which the material is covered will receive no credit.*
- In-class exercises (27% of preparedness grade): In-class exercises will typically be done you're your assigned team and turned in at the end of class for credit. The percentage of satisfactorily completed 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 half of the possible points).
- Team member evaluation (20% of preparedness grade): Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the quarter, and the final evaluation will be part of your grade. Mid-term (formative) feedback will be due Tuesday, February 5<sup>th</sup> (before class) and will be used to provide you with anonymous feedback regarding your performance. Final (summative) feedback will be due on March 15<sup>th</sup> (by midnight). You will earn 2/3rds of this grade by providing feedback to your peers (1/3rd at each assessment point). The remaining 1/3rd will be determined based on the feedback you receive from your peers.

Exams (40% of grade): There will be two exams in this course: mid-term and final. The exams will be non-cumulative and a mix of multiple choice, short answer, and essays. Exam questions will be drawn from all class materials (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 GTF by the end of week 2.

Presentation Project and Paper (30% of grade). This assignment is designed for students to employ what they learn about developmental psychopathology to specific disorders. Students will work in small groups (different than your class teams) 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 the 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 you are only responsible to present on one aspect of the disorder to which you are assigned, your final paper will be a 10-12 page paper that addresses all aspects of the disorder. 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.

#### **Assignment Point Structure**

	<u>% of Total Grade</u>	<u>Points</u> (Per Assignment)	<u>Total Points</u>
<u>Course Preparedness</u>	<b>30%</b>		<b>60</b>
<u>Reading Summaries</u>	16%	2(x16) *	32
<u>In-Class Exercises</u>	8%	1(x16)	16
<u>Team Member Evaluation</u>	6%	3(x4)	12
<u>Presentation Project &amp; Paper</u>	<b>30%</b>		<b>60</b>
<u>Group Presentation</u>	10%		20
<u>Final Paper</u>	10%		20
<u>Group Meeting Evaluation Forms</u>	4%	2(x4)	8
<u>Group Subtopic Assignments</u>	2%		4
<u>Individual Reference Page</u>	2%		4
<u>Group Presentation Outline</u>	2%		4
<u>Exams</u>	<b>40%</b>		<b>80</b>
<u>Exam 1</u>	20%		40
<u>Exam 2</u>	20%		40
<u>Total</u>	<b>100%</b>		<b>200</b>

\*Completion of more than 16 assigned summaries will result in extra credit points.

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+

Please see [department guidelines](#) for what distinguishes A, B, C, D, and F level work.

## Course Schedule and Assignments

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

<i>Dates</i>		<i>Topic</i>	<i>Readings</i>	<i>To Do</i>
Week 1	Jan 8	Course Introduction & Overview		
	Jan 10	Key Concepts & Principles	Chapter 1 (pp. 1-31)	Ch 1 summary due <i>Submit to Canvas Top 3 Disorder Choices by Friday, Jan 11</i>
<b><i>Defining Psychopathology</i></b>				
Week 2	Jan 15	Diagnostic Approaches to Psychopathology	Chapter 2 (pp. 32-66)	Ch 2 summary due
	Jan 17	Genetic & Environmental Influences	Chapter 3 (pp. 67-108)	Ch 3 summary due
<b><i>Explaining Psychopathology: Biological Factors</i></b>				
Week 3	Jan 22	Biological embedding of experience, susceptibility vs. diathesis	Chapter 4 (pp. 111-141)	Ch 4 summary due CNV Reading
	Jan 24	Stress Physiology	Chapter 8 CNV reading	Ch 8 & CNV summaries due <i>Submit Group Subtopic Assignments</i>
Week 4	Jan 29	Prenatal programming	Chapter 9 (pp. 276-314)	Ch 9 summary due
	Jan 31	Brain Injury	Chapter 10 (pp. 315-343)	Ch 10 summary due
<b><i>Explaining Psychopathology: Intra &amp; Interpersonal Factors</i></b>				
Week 5	Feb 5	Attachment	CNV reading	CNV summaries due <i>Submit mid-term team feedback</i>
	Feb 7	Maltreatment	Chapter 5 (pp. 143-175); CNV Reading	Ch 5 & CNV summaries due <i>Submit Individual Reference Page</i>
<b><i>Explaining Psychopathology: Intra &amp; Interpersonal Risk</i></b>				
Week 6	Feb 12	<b>Exam 1</b>		<b>Take Exam 1</b>
	Feb 14	Emotion Regulation & Dysregulation	Chapter 11 (pp. 345-384)	Ch 11 summary due
<b><i>Explaining Psychopathology: Contexts for Development</i></b>				
Week 7	Feb 19	Temperament & Executive Function	Chapter 6 (pp. 177-210); Chapter 7 (pp. 212-234)	Ch 6 & 7 summary due <i>Submit group presentation outline</i>
	Feb 21	Socioeconomic Adversity	Chapter 12 (pp. 386-401); CNV reading	Ch 12 & CNV summary due

<b><i>Treating Psychopathology: Intervention</i></b>				
Week 8	Feb 26	Intervention Approaches	CNV readings	Article summaries due
	Feb 28	TBD	TBD	TBD
<b><i>Psychopathology Presentations</i></b>				
Week 9	March 5	Presentations Day 1		Chapters TBD Summaries due <b><i>All Presentations Due via Canvas</i></b>
	March 7	Presentations Day 2		Chapters TBD Summaries due
Week 10	March 12	Presentations Day 3		Chapters TBD Summaries due
	March 14	Presentations Day 4		Chapters TBD Summaries due <i>Submit final team feedback (by midnight 3/15)</i>
<b><i>March 15: Submit FINAL PAPER via “Vericite” on CNV</i></b>				
<b><i>March 21 (8:00 AM): FINAL EXAM</i></b>				

CNV=Canvas (see posted readings by date)

## **Course Policies**

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

If you have any questions, comments, or issues, you may contact the instructor and/or the GTF 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 are hoping to meet).

Email Policy: I am very rarely out of email contact, and for certain things – e.g., scheduling a meeting outside office hours – email is the best way to get what you need. Communications about more substantive topics – e.g., 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 of scheduled dates will be disseminated through 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.

All work submitted in this course must be your own. Do not copy material directly from the internet or other sources into your reading summaries or presentation without citing (*when in doubt, cite! If still unsure, ask!*) Do not use work of other current or past students. If I suspect academic dishonesty (cheating, plagiarism, etc.) I will contact you directly to discuss the issue, and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. 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 Student Conduct Committee may decide on additional actions.

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 be wise to read the university's policy on academic dishonesty at the [Division of Student Life homepage](#).

### **Accommodations for Accessibility and Inclusivity**

Accessible Education center (AEC): If you anticipate needed accommodations to do your best in this course, please request that a counselor at the [Accessible Education Center](#) (531.346.1155, [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)) send a letter detailing what accommodations are appropriate ASAP.

If Writing Is a Particular Challenge for You: If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the [Tutoring and Academic Engagement Center](#) on the 4<sup>th</sup> floor of Knight Library.

### **Classroom Conduct**

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

- Technology: Do not 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.
- 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 copies to Canvas); you are responsible for staying up to date via Canvas if you miss or are late to class.
- 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 and psychopathology. My door (and email inbox) is always open to suggestions or concerns related to inclusivity.