

**Psychology 363
Developmental Psychopathology
Spring 2012**

**MWF 11:00-11:50
LBC 201**

Instructor: Rachael Reavis
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Office: LBC 305
Office Hours: drop-in & by appointment

Textbooks:

Bernheim, K., Rescorla, L., & Rocissano, L. (2010). *The Lanahan Cases in Developmental Psychopathology, 2nd Edition*. Baltimore: Lanahan Publishers, Inc.

Kerig, P., & Wenar, C. (2005). *Developmental psychopathology (5th ed.)*. Boston: McGraw Hill.

To rent an e-book version of the textbook, go here: <http://www.coursesmart.com/IR/4103360/0077222539>

Course documents and additional readings (listed on schedule) can be found on Moodle.

Course Description & Objectives:

Nearly all of the great systematizers in psychology, psychiatry, and psychoanalysis have argued that we can learn more about the normal functioning of an organism by studying its psychopathology, and likewise, more about its psychopathology by studying its normal condition.

Dante Cicchetti (1990, p. 263)

My primary goal for this course in developmental psychopathology is to introduce you to research, theory, and clinical evidence about developmental pathways that result in maladaptive behavior in childhood and beyond. Although this is a lifespan perspective, the main focus of the course will be on childhood and adolescence. The course will be run in a conference-lecture format. In practice, this means that I will lecture when I feel it is needed to provide the necessary background and foundation for our discussion and when it is useful in answering the questions you raise, but I expect you to ask questions, comment, and come to class prepared to engage in discussion. You will be making a few formal presentations throughout the semester so that you have an opportunity to share your thoughts about our research articles and your service learning placements, and get feedback on your conceptualization and presentation skills.

Relevant Earlham General Education Goals:

The following general education goals are especially relevant for this course:

1. Gain skills in close and critical reading, thoughtful reflection, ready discussion, and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or in comparison with one another.
3. Practice and discipline in group learning.
4. The ability to gather information from print and electronic sources and critical capacity to evaluate the data gathered and the ideas encountered.

Psychology Department Goals:

The following psychology department goals (based on the APA guidelines) are especially relevant for this course:

1. Knowledge Base of Psychology (specifically in abnormal psychology)
2. Critical Thinking Skills
3. Application of Psychology
4. Values in Psychology
5. Communication Skills
6. Career Planning & Development

Specific Course Goals:

By the end of the semester, you should be able to:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder
2. Understand the developmental psychopathology framework and appreciate the complex interplay between normative and non-normative development
3. Understand the role of risk and protective factors in development and in the development of psychopathology in particular
4. Understand the role of prevention and intervention in child and adolescent mental health
5. Describe and evaluate current diagnostic criteria for the major groups of disorders relevant to child and adolescent populations
6. Identify and apply major theoretical approaches to understanding and treating disorders
7. Describe and evaluate empirical methodologies relevant to the study of psychopathology
8. More fully empathize with individuals suffering from psychological dysfunction

Evaluation:

1) **Discussion Leading/Research Reports.** Regardless of whether you are more interested in the research or clinical aspects of developmental psychopathology, to be an informed scholar or clinician you need to be able to read and interpret empirical research. To help you develop your skills in this area, **four times** during the semester you will be asked to closely analyze one of our additional readings.

- For almost every topic, we will be reading an empirical or theoretical article in addition to our chapter reading. Although everyone is expected to read these articles each week, **twice** during the semester, you will be asked to lead discussion for that article with 2-3 of your classmates. You will have a 50-minute period to lead discussion. You should consult the rubrics and see me with any questions, but in general you should begin with a **brief** summary (**no more** than 4-5 minutes) and then facilitate discussion. **Discussion leaders are expected to meet in advance and plan out discussion.** Discussion leaders should examine discussion questions submitted by their classmates (see Participation, #6) as they prepare their discussion. In addition, you will **each** write an analysis (4-6 page minimum) of the article including its purpose, methods and analyses used, results, and conclusions. **Most importantly** it should include your assessment of the paper, including its contributions and limitations, alternative interpretations, and how it fits into the developmental psychopathology framework. You will need to write concisely to ensure that you have at least half of your paper devoted to a critical assessment. **You will email me your report by class time on the day that you present.**
- **Twice** during the semester, you will be asked to read a supplementary article that your classmates are not reading. You will be required to write a critical analysis as described above, although you do not need to lead discussion of the article. (You may not do a supplementary reading on the same day that you are leading discussion of the main article.) One goal of this exercise is to make discussion richer and allow students to contribute additional knowledge. **Therefore, part of your response paper should integrate the information in your supplemental reading with the information in the main article.** You are also expected to integrate your supplementary reading into the broader discussion through thoughtful comments. **You will email me your report by class time on the day the reading is due.**
- You are encouraged to take your critical analysis papers to the writing center before turning them in.
- Your discussion leading will count for 10% of your grade. Your four research reports will count for 20% of your grade.

2) **Field Placement.** To enhance your understanding of developmental psychopathology you will spend **three hours per week** as a volunteer in a local agency serving typically or atypically developing children or adolescents or serving adults with mental or cognitive health problems. You may want to contact Bonner Center for Service and Vocation (BCSV) to register as a volunteer and to investigate volunteer opportunities in the community. I have attached a list of recommended sites that includes a brief sketch of the placement and a contact person. When you set up your placement, please let the contact person know that you are participating in a class and verify that the placement will include interaction or observation, rather than solely secretarial work. The goals and expectations for the placement are outlined to help facilitate this discussion. You are responsible for making contact and setting up your placement, but I will help in any way that I can. **You need to make first contact (not first attempt – actual contact) by 1/16, and have your placement finalized by 1/30.** You are expected to make **12 visits of 3 hours each** to your placement over the course of the semester. If you

have access to a car, you can arrange your visits at a time that is convenient to both yourself and the agency. ***If you do not have access to a car, you will need to use the transportation service of BCSV. Contact them to determine their hours before contacting your placement.*** You will be required to keep a journal of your weekly experiences. Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (while preserving confidentiality.) They may be brief (1-2 pages per week, typed), but should demonstrate your ***efforts to integrate your field experience with what you have learned in class each week.*** You will be asked to ***turn in your journals at three points during the semester.*** Journals should be emailed by 11:59 pm on the due date. Before emailing your journal at each due date, you should review your prior entries and write a ***2-page critical reflection*** on your experiences to date. (For example: What are you learning in your visits & how does it compare to class? In what ways can you relate your experiences to the DP framework? What do you wonder about? What do you think of the program in which you are placed? Are the individuals getting the kind of help they need?) Your field placement and journal writing will account for 15% of your final grade in this course.

- 3) **Assignments/Quizzes/Etc.** You will have at least two additional assigned reaction papers, due on 2/1 and 2/10. I may assign additional small homework assignments periodically. I also reserve the right to give pop quizzes during the semester over your reading. These will be open-note, but not open-book. Pop quizzes will be one or two questions, which should be easily answered if you did your reading, particularly if you took notes. Assignments and quizzes will account for 10% of your final grade in this course.
- 4) **Midterm Exam.** To help you master the material we will be studying in this course, we will have a midterm exam. This will be a take-home essay exam and will be designed to assess your understanding of the developmental psychopathology framework and how it is applied to clinical case conceptualization as well as research design and interpretation. The midterm will account for 20% of your grade.
- 5) **Final Project.** To integrate your fieldwork and your coursework, you will be asked to make a final presentation that is based on both. You will work in groups of 2-4 (ideally people working in the same or similar settings, but this is not essential) and develop a 20- to 25-minute presentation that ***applies a developmental psychopathology framework*** to some aspect of your fieldwork and prepare for questions from the class. You could present a case that illustrates concepts/models/pathways we discussed in class; you could critically evaluate the treatment program you observed; you could propose an ideal treatment or prevention program that would suit the needs of the children you observed; you could discuss how the DP framework helps to understand typically developing children in your placement; or you could develop a social policy proposal addressing needs or problems you encountered in your fieldwork. This presentation should ***include reference to class materials, your placement, and additional research on your chosen topic.*** If no one in your group is familiar with using PsycInfo or Annual Reports, I will schedule a time for library instruction to help you get started with your presentation. ***Keep in mind that your final presentation is serving as your final exam, and you should clearly demonstrate that you have accomplished the goals set forth in the course and that you have a deep and rich understanding of developmental psychopathology.*** You should inform me of who you will be working with and what your topic will be by 3/2 – this will allow me to make a schedule for the five presentation dates: 4/18, 4/20, 4/23, 4/25, 4/27. Detailed outlines for your presentations are due to me by 4/4 to allow time for feedback and revisions. On the day of your presentation, you will need to ***hand in a reference list.*** Your final project/presentation will account for 15% of your grade. Your grade will be based on feedback from me as well as from your classmates.

- 6) **Class Participation & Attendance.** Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. In addition to participating in discussions and activities, you will also be required to submit discussion questions on Moodle to help the discussion leaders. There are 13 article discussion days during the semester. You will be leading discussion for two of the days. For at least 9 of the remaining 11 days, you will be required to submit a discussion question on Moodle by 11:59 pm two nights before the article will be discussed in class. For example, if an article is going to be discussed on Friday, then you will need to submit a discussion question by 11:59 pm on Wednesday night. These questions should be thoughtful and demonstrate that you have read the article and thought about it carefully. (Note that submitted discussion questions are *only* for the articles that the entire class reads, not for the supplementary articles.) Your class participation will account for 10% of your final grade.
- 7) **Extra Credit.** You may earn *1 point on your lowest research report for each of the first five research participation credits* you earn, and *½ point for each credit thereafter*. Beginning this semester, students can sign up for research studies in the Moodle course Psychological Research. (You will be enrolled at the end of registration.) Participation will be kept tracked of in the Moodle site, but to protect yourself, I recommend that you have your experimenter sign to indicate your participation. **Be aware that demerits will be assigned for failure to show up to an experiment for which you registered. If you end the semester with demerits, you will lose points, rather than get extra credit.** Our Moodle course will have more instructions about this process.

Late/Makeup Policy.

Reports/Journals/Midterm: If you do not turn in your reports and journals on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in the family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** All assignments are due via email. Some are due by class time, others due by 11:59 pm. ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** I recommend that you email yourself a copy when you email me, and verify on a different computer that the file is attached and readable. You are responsible for backing up your work.

Quizzes/In-Class Assignments: These cannot be made up for any reason.

Grading:

Your final grade will be calculated according to the following formula.

- 10% Discussion Leading
- 20% Research Reports (Main Articles & Supplementary)
- 15% Field Placement & Journals
- 10% Assignments/Quizzes
- 20% Midterm
- 15% Final Project
- 10% Class Participation/Discussion Questions/Attendance

A: 93%+; A-: 90%-92.9%; B+: 87%-89.9%; B: 83%-86.9%; B-: 80%-82.9%; C+: 77%-79.9%; C: 73%-76.9%; C-: 70%-72.9%; D: 65%-69.9%; F: < 65%

Please note that I do not round grades. A 79.9999 is a C+, no exceptions.

Office hour: I do not have set office hours, but I am often in my office. You are welcome to drop in or set up an appointment.

Email Etiquette:

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you comply to the following ‘house rules’: Check the syllabus and Moodle *first* to see if your question can be answered. If you ask a question that has already been answered, you will receive an automated reply telling you to find the answer yourself.

Please use appropriate etiquette when you e-mail and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature. Don’t forget to use spell-check! *If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail.*

Example of appropriate e-mail format:

‘Dear Rachael,

My name is [YOUR FULL NAME] and I am in your [NAME OF COURSE]*. I have a question about X

Thanks,

[YOUR NAME]’

*After the first 2 weeks of class, you do not need to list your class – I’ll know who you are.

Example of inappropriate e-mail format resulting in no response (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

‘So i was wonderign when you were gonna post the notes?’

Proper e-mail etiquette is *extremely* important in that (a) it enables me to be more efficient in helping you because I won’t lose time trying to figure out who you are or what you are asking; (b) it is a vital skill to have in the ‘real world’. **Professional relationships necessitate professional e-mail correspondence.** Thanks in advance for your cooperation!

Academic Honesty:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism or fabrication of reports will be treated seriously and will be reported. ***Professional misconduct in a placement setting will result in an F for the course.*** Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

Students with Disabilities:

Please speak with me as soon as possible and let me know what accommodations Academic Support Services has suggested for you. Accommodation arrangements must be made in the first 2 weeks of the semester. Please see <http://www.earlham.edu/policies/learning-disabilities.html> for details.

Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

Dates:

Topic & Reading:

1/11	Topic: Syllabus, Service Learning Placements
1/13	Topic: Introduction Reading: Ch 1, Casebook p. 1-7, Case 28
1/16	Topic: Introduction Reading: Masten, 2006 Supplemental Reading: Tavernier & Willoughby, 2011 <i>Make first contact for placement before class on 1/16</i>
1/18	Topic: Normal Development Reading: Ch 2; Ch. 6, p. 159-167
1/20	Topic: Normal Development Reading: Case 26, Atlantic Article
1/23	Topic: Normal Development Reading: Kovan, Chung, & Sroufe, 2009 Supplemental Reading: Cabrera, Fagan, Wight, & Schadler, 2011
1/25	Topic: Diagnosis & Assessment Reading: Ch. 3, DC 0-3 Guidelines for Diagnosis
1/27	Topic: Diagnosis & Assessment Reading: Ch. 16, Case Screening
1/30	Topic: Diagnosis & Assessment <i>Placement should be finalized and visits begun</i>
2/1	Topic: Focus on Risk Factors Reading: Ch. 14 <i>Assessment Paper (Diagnosis, Rationale, and Reaction) due via email at 11:59 pm</i>
2/3	Topic: Focus on Risk Factors Reading: Case 23
2/6	Topic: Focus on Risk Factors Reading: Sternberg, Baradaran, Abbott, Lamb, & Guterman, 2006 Supplemental Reading: Kelleher et al., 2008
2/8	Topic: Autism, Asperger's Disorder, & PDD Reading: Ch. 5
2/10	<i>Class in Session, but no Rachael (conference). Small group discussions about placements. **Attendance counts double** Placement discussion response due via email by 11:59 pm</i>
2/13	Topic: Autism, Asperger's Disorder, & PDD Reading: Cases 1 & 2
2/15	Topic: Autism, Asperger's Disorder, & PDD Reading: Baron-Cohen, 2000 Supplemental Reading: Webb et al., 2011 <i>First Journal & Critical Reflection due by 11:59 pm</i>
2/17	<i>No Class, Early Semester Break</i>

2/20	Topic: Mental Retardation Reading: Ch. 4, Case 5
2/22	Topic: Mental Retardation Reading: Reddy & Pfeiffer, 2007 Supplemental Reading: Wallander, Dekker, & Koot, 2006
2/24	Topic: AD/HD, LD Reading: Ch. 7 Take home midterm will be handed out
2/27	Topic: AD/HD, LD Reading: Cases 4 & 19
2/29	Topic: AD/HD, LD Reading: Shaw, Lacourse, & Nagin, 2005 Supplemental Reading: Greven, Rijdsdijk, & Plomin, 2011
3/2	Topic: ODD/CD Reading: Ch. 6, 10 Groups and topics due for Placement Presentation
3/5	Topic: ODD/CD Reading: Cases 20, 21
3/7	Topic: ODD/CD Reading: Kim-Cohen, Moffitt, Taylor, Pawlby, & Caspi, 2005 Supplemental Reading: Miller, Malone, & Dodge, 2010
3/9	Placement Discussion Day (Attendance counts double) Take home midterm due by 11:59 pm via email.
3/12, 3/14, 3/16	No Class, Spring Break
3/19	Topic: Mood Disorders/Suicide Reading: Ch. 9
3/21	Topic: Mood Disorders/Suicide Reading: Cases 15-18
3/23	Topic: Mood Disorders/Suicide Reading: Chronis-Tuscano et al., 2010 Supplemental Reading: Doerfler, Connor, & Toscano, 2011 Second Journal & Critical Reflection due via email by 11:59 pm
3/26	Topic: Anxiety Disorders Reading: Ch. 8
3/28	Topic: Anxiety Disorders Reading: Cases 7-11
3/30	Topic: Anxiety Disorders Reading: Haywood et al., 2008 Supplemental Reading: Grootheest et al., 2007

4/2	Placement Discussion, Catch-up
4/4	Topic: Eating Disorders, Substance Abuse Reading: Ch. 12; Cases 22, 24, 25 <i>Detailed outline due via email for Placement Presentation by 11:59 pm</i>
4/6	Topic: Substance Abuse Reading: Luther & D'Avanzo, 1999
4/9	Topic: Eating Disorders Reading: Steiner et al., 2003
4/11	Topic: Intervention, Prevention Reading: Ch. 17
4/13	Topic: Intervention, Prevention Reading: Miller, 2008
4/16	Topic: Intervention, Prevention Reading: Slough, McMahon, & CDPRG, 2008 Supplemental Reading: Noam & Hermann, 2002
4/18, 4/20, 4/23, 4/25, 4/27	Topic: Student Presentations <i>Third Journal & Critical Reflection due by 11:59 pm on 4/27, except for students presenting on 4/27. If presenting on 4/27, third journal/critical reflection is due by 11:59 pm on 4/28.</i>