

Psychology 500: Developmental Psychopathology

COURSE SYLLABUS

FALL 2009

LECTURES: Tuesdays and Thursdays 9:30-10:45

Instructor: Dr. Andrea Hussong

Email: hussong@unc.edu

Phone: 962-6593 (for messages)

Office: Davie 262

Office Hours: Thursdays 11-12

COURSE DESCRIPTION: This is an upper-level course designed for advanced level undergraduate students, particularly for those with an interest in attending graduate school in a psychology-related field. The prerequisites for the course are Psychology 250, Child Development, and Psychology 245, Abnormal Behavior, or graduate standing in psychology. If you have not completed both prerequisites for the course you are not eligible to enroll in this course. Enrolling without these pre-requisites is a potential Honor Code Violation.

The course is designed to provide an overview of several behavioral and emotional disorders of childhood and adolescence. Although not all disorders of childhood and adolescence will be covered in the course, the seven disorders that we will discuss are the most commonly diagnosed. (Some disorders not covered in this course are discussed in your course text if you are interested in reading about them.) This course will focus on the description, assessment, epidemiology, etiology and treatment of each disorder.

COURSE MATERIALS: The course readings will include articles and handouts available through the course blackboard site as well as the following required text available through UNC Student Stores:

Kerig, P. (2006). Developmental Psychopathology: From infancy through adolescence, (5th edition). McGraw-Hill: New York.

Additional readings and resources will be needed to complete some course assignments. You should become familiar with the periodicals carried through UNC Libraries (either through e-journals or in hard copies in Davis and Health Sciences Libraries). Certain journals will be very helpful to you in doing your research such as:

Journal of Abnormal Child Psychology
Journal of Consulting and Clinical Psychology
Developmental Psychology
Advances in Clinical Child Psychology
American Journal of Community Psychology
Journal of American Academy of Child Psychiatry

Journal of Clinical Child Psychology
Child Development
Development and Psychopathology
Clinical Psychology Review
Psychological Bulletin

COURSE REQUIREMENTS AND FORMAT: Class time will be spent primarily in brief lectures, small group exercises and whole-class discussion. These discussions will include presentations of case histories, discussion of research studies, and debates about current topics. Since this is an upper-level course in which discussion is central, you will need to read a lot and prepare for each class period in order to participate very actively in class. Course requirements were developed based on a clear teaching philosophy and course objectives for student learning (see below). Final grades are based on the following requirements:

Mid-Term Exams	30%
Final exam	25%
Homework assignments	20%
Group projects	20%

Final Course Grades are then assigned based on the percentage of points earned as follows:

A	93% or higher	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	59 or below

ALL ASSIGNMENTS NEED TO BE COMPLETED TO PASS THIS COURSE.

EXAMS: There will be three exams during the semester, two mid-term exams and a cumulative final exam. Exams will emphasize analytical or applied knowledge of course topics.

HOMEWORK ASSIGNMENTS: A total of 3 homework assignments will be given during the semester and these are to be completed independently. They are designed to give you experience in applying the concepts of developmental psychopathology to thinking about research and working with children and their families. These homework assignments include a minimum of 10 pages of written work in response to questions about three case studies.

GROUP PROJECT: The group project challenges students to work cooperatively to develop a case conceptualization and treatment plan based on findings from the research literature in developmental psychopathology. Note that individual grades for course projects are based both on group performance and on group members' ratings of your contributions to the project. Grades take into account turning in homework related to the group project, the peer review of another group's project, the paper reporting your project and a group oral presentation to the

class.

NOTE THAT THERE ARE NO EXTRA CREDIT OPPORTUNITIES FOR THIS CLASS, SO PLAN TO COMPLETE COURSE ASSIGNMENTS IN A TIMELY AND THOROUGH MANNER.

LATE POLICY: Homework assignments primarily require students to apply readings so as to enhance understanding of central course concepts. Due dates for these assignments are clearly marked on your course schedule. Late assignments will be docked **ONE POINT** for **EACH DAY** that has passed between the due date and when the assignment is turned in for credit. (Note turning in an assignment after class on the due date is considered one day late.)

OFFICE HOURS AND EMAIL: I am committed to supporting your learning process. For this reason, I am available to meet with you during the semester by appointment. I am also happy to receive and respond to your emails. Although I may respond to some emails faster than others, I will generally not respond to email sent over the weekend or during the evening until the next working day. You should expect that it may take me up to a full day to respond to email at times. Plan ahead accordingly (i.e., don't expect quick responses to emails sent the night before an exam!). If you have a longer question or something urgent that you need to ask me, I suggest you call me or request an appointment. In other words, plan ahead and I will be available to you.

TEACHING PHILOSOPHY: You may wonder why I have chosen to concentrate on only a few areas of child and adolescent psychopathology instead of covering all disorders. Research and experience tell instructors that students will forget much of what is covered in the way of factual material soon after a course has ended. This seems like a terrible waste of time and energy. Therefore, I will be using teaching techniques and strategies that are designed to help you retain what you learn in this course for a long time. These strategies include:

- limiting the number of topics and focusing on in-depth knowledge
- helping you learn higher level cognitive skills such as analysis, synthesis, and evaluation rather than just factual information
- using active learning techniques such as team projects, in-class case studies and activities and small and large group guided discussion

...all of which are likely to hold your interest and increase the likelihood that you will retain the information and skills learned during this semester.

COURSE OBJECTIVES: It is my hope that you will find this course to be one of the most challenging and valuable you will take during your academic career at UNC-CH. In addition, the course is designed to introduce, develop and reinforce skills that students need as they pursue a degree in professional psychology and related disciplines. Specifically, the course is structured so that at the end of the semester each student should be able...

- to apply a developmental psychopathology framework in conceptualizing problems related to child and adolescent mental health
- to identify leading theories concerning the etiology of various child and adolescent

disorders

- to articulate current problems in diagnosing and treating child and adolescent psychopathology
- to think critically about what the science has to say about controversial issues in child mental health
- to apply a clinical scientist model when conceptualizing a case
- to work cooperatively with others in a group setting
- to take a more active role in his or her own learning experience by participating in class discussions and exercises, and keeping up with homework assignments

COURSE TIPS: Because there are many assignments, this class requires a consistent commitment from each student. A student who is successful in this course (and not overwhelmed) will complete and hand in assignments on time and will have completed the class reading before each class. In other words, study strategies such as saving all of the reading until an exam will be problematic in terms of succeeding in this course. You may be called upon in class to answer questions at any time.

Use of study groups: You will probably find it useful to meet in small study groups to prepare for exams and other course assignments. One recommendation is to meet with members of your assigned group so that you can continue to practice working together as a group and sharing information with one another.

Use of study guides: I will provide you with questions to guide you in reading and thinking about the material we review throughout the course. Your answers to these questions will not be turned into me as a written assignment, but they will serve to prepare you for class discussions and to integrate information that we will be covering throughout the semester. It will also be useful to keep track of questions that you might raise during class discussion related to reading assignments, small group discussions or other activities. In other words, you may create your own set of questions to aid you in your studies. One further suggestion is to keep track of these questions, your reactions to class materials, ideas that come from the reading and class discussions, in a notebook that serves as a class journal. Class journals keep you engaged in the class, prepare you for discussion, and help integrate your thoughts about the course over the semester.

Use of office hours: If you have questions about course assignments, class discussions, or your progress in the course, I cannot help you unless I know about them. You can ask me questions in many different ways: via e-mail, in class, in person using office hours and via phone. By using my office hours, you are more likely to have my attention and to get the information and help that you need. Because students traditionally under-utilize office hours, I have only one scheduled "standing" office hour per week for this class. However, I can schedule an appointment for this purpose.

Class attendance and participation: Every person attending the course will be expected to complete the reading assignments on time and be ready to discuss them in class. Even if you do not know the answer to a question posed to you in class, you should be able to construct a

thoughtful answer based upon having completed the reading. Those students who do not attend class or who fail to keep up with assigned readings and exercises have traditionally done poorly in this course. As such, although I DO NOT directly factor attendance into your grade, I STRONGLY encourage you to regularly attend and participate in class.

HONOR CODE: The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4041).

Assignments in this course are both individual and collaborative. Your grades will be given for your individual performance and participation, although you are expected to have group feedback on some of the assignments. Unauthorized collaboration is the copying of someone else's writing or the false representation of someone else's work, in part or in whole, as your own. If you are unclear about what assignments are individual or collaborative, please ask me.

PSYC 500: COURSE SCHEDULE

DATE		TOPIC	ASSIGNMENT	DUE
T	8/25	Introduction to course		
R	8/27	The crisis in children's mental health	Tolan & Dodge (2005) article	Getting to Know You survey
T	9/1	The Developmental Psychopathology Framework	Chapter 1, pp1-26	
R	9/3	Diagnostic Classification Systems for children	Chapter 3	
T	9/8	Group Meeting / The Risk and Resilience Framework	Rutter (1987) and case study	Group Planning Sheet; Case Study 1
R	9/10	Clinical Scientist Framework / Psychological Assessment	Chapter 16	
T	9/15	Treatment paradigms	Chapter 17	
R	9/17	EXAM		
T	9/22	Autism	Chapter 5	
R	9/24	Autism		
T	9/29	Opposition Defiant Disorder	Chapter 6	
R	10/1	Opposition Defiant Disorder / Group Meeting		Group Project Update
T	10/6	Attention Deficit Hyperactivity Disorder	Chapter 7	
R	10/8	Attention Deficit Hyperactivity Disorder	Case Study	Case Study 2
T	10/13	Anxiety Disorders	Chapter 8	
R	10/15	Anxiety Disorders		
T	10/20	EXAM		
R	10/22	FALL BREAK		
T	10/27	Mood Disorders	Chapter 9	
R	10/29	Mood Disorders	Case study	Case Study 3
T	11/3	Antisocial Behavior Disorders	Chapter 10	
R	11/5	Antisocial Behavior Disorders / Group Meeting		
T	11/10	Substance Use Disorders	Chapter 12	
R	11/12	Substance Use Disorders		
T	11/17	Child maltreatment	Chapter 14	
R	11/19	Child maltreatment / Group Meeting		Group Papers
T	11/24	Group Presentations		
R	11/26	THANKSGIVING BREAK		
T	12/1	Group Presentations		
R	12/3	Group Presentations		
T	12/8	Wrap - Up		Group Member Rating Forms
R	12/17	8AM FINAL EXAM		

Notes: I am not authorized by the university to move final exams. If you have a conflict, you are required to seek an excuse and make alternative arrangements that are approved by your academic advisor.

References

- Lochman, J.E., Boxmeyer, C., Powell, N., Wojnaroski, M., & Yaros, A. (2007). Case study in evidence-based practice in clinical child and adolescent psychology: The use of the coping power program to treat a 10-year-old girl with disruptive behaviors. *Journal of Clinical Child and Adolescent Psychology, 36*, 677-687.
- Rutter, M. (1987). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry, 57*, 316-329.
- Tolan, P.H., & Dodge, K.A. (2005). Children's mental health as a primary care and concern: A system for comprehensive support and service. *American Psychologist, 60*, 601-614.