

Psychology 500: Developmental Psychopathology

FALL 2012

LECTURES: Tuesday and Thursday 3:30 to 4:45 pm, Dey Hall, Room 203

Instructor: Dr. Eric Youngstrom

Email: eay@unc.edu (best way to reach me)

Phone: 216-410-7975 cell phone

Office Hours: each day after class from 4:45 to 5:30 or by appointment

Course Description: This course is for advanced level undergraduate students, particularly those interested in attending graduate school in a psychology-related field.

The course provides 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 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, and some of these are available for topics for your paper and presentation.) The course focuses on the description, assessment, epidemiology, etiology and treatment of each disorder.

Course Materials: The course readings will mainly be from the required text available through UNC Student Stores:

Mash, E.J., & Wolfe, D.A. (2008). *Abnormal Child Psychology*. Fourth Edition. Belmont, CA: Wadsworth Publishing Company. (Fifth edition also available and acceptable)

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 & Adolescent Psychiatry
Journal of Clinical Child & Adolescent Psychology

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

Course Requirements and Format: Class time will be spent primarily in lectures and some whole-class discussion. Because 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 my teaching philosophy and course objectives for student learning (see below). Final grades are based on the following requirements:

Exam 1	25%*
Exam 2	25%*
Final exam	25% (You are required to take this)
Paper	25% (Meets university writing requirement)
Presentation	15%
Assignments	10%

*(You may take exam 1 and 2, and the higher grade will be figured into your course average. If you need to miss an exam, then the missed exam will count as the lower grade for the exam and will be dropped, and your other exam grade will be used. No make up exams will be offered.)

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

PAPER: On the first day of class day, we will assign paper topics (disorder or group of disorders) for your 10 page paper (DO NOT EXCEED 12 PAGES counting the title page and references, AND AIM FOR 10 PAGES, in 11 or 12 point font with 1 inch margins). This paper should cover several elements (PAGE RANGES BELOW ARE ONLY GUIDELINES):

*diagnostic criteria, prevalence and comorbidity with other disorders (2-3 pages)

*best assessment tools (1-2 pages)

*evidence-based treatment (2-3 pages)

*resources (local options, as well as web sites, handouts, national organizations) (1 to 2 pages)

Your papers should represent individual work although you may share resources amongst yourselves. The paper must include at least 5 references and be written in APA format (no abstract needed). **The 2 to 3 page outline is due on October 23, 2012.** This should include the subject headings and key references and/or main ideas you plan to use for each section. The outline must be submitted electronically by 11:59 pm. The outline works to your advantage...I can give you feedback if you are struggling with your topic. *If the outline is done well, it can count as extra credit to round up your final grade.*

Final paper is due December 6 by midnight via digital dropbox. Five bonus points possible on final paper if it is submitted in class on November 20 or via digital dropbox by 11:59 pm on November 20.

Please follow the honor code and review and sign the following statement on the first page:
"On my honor, I have neither given nor received unauthorized aid on this paper".

Assistance with APA format:

http://library.nmu.edu/guides/userguides/style_apa.htm

<http://www.apastyle.org/elecref.html>

Information from DSM-IV available on-line:

<http://www.behavenet.com/capsules/disorders/dsm4TRclassification.htm>

<http://allpsych.com/disorders/dsm.html>

<http://psyweb.com/Mdisord/jsp/mental.jsp>

Grading System:

Grades in this course will be determined with a +/- system using the following criteria:

A: $\geq 92.5\%$; A-: $\geq 90\%$ and $< 92.5\%$;

B+: $\geq 87.5\%$ and $< 90\%$; B: $\geq 82.5\%$ and $< 87.5\%$; B-: $\geq 80.0\%$ and $< 82.5\%$;

C+: $\geq 77.5\%$ and $< 90\%$; C: $\geq 72.5\%$ and $< 77.5\%$; C-: $\geq 70.0\%$ and $< 72.5\%$;

D: $\geq 62.5\%$ and $< 70.0\%$; and F: $< 62.5\%$

Presentation: Within each disorder, there will be more than one person presenting on the topic. The total presentation on the disorder should be approximately 20 minutes.

- You should each have your **own 5-6 minutes of presentation** (as described on the presentation sign up sheet). Ideally, you will coordinate with the other people working on the same disorder, and combine your PowerPoint into one presentation, with each of you presenting your own section.
- You will need to email me your final presentation (preferably as one document for the whole disorder). The presentation dates are listed on the syllabus for each topic.
- You may trade with someone in class about the presentation topic (within the disorder) if you mutually agree on the switch and let me know.
- If you are in a group which has a presentation topic left blank (no one signed up for it), you may choose to add this to your presentation topic and amount of time and your grade for the presentation will consider that you covered additional material. Alternately, if no one wants to add to their individual presentation, it is fine if a subtopic within the disorder is left not covered.

*Note that there are **no extra credit** opportunities for this class (except for handing in the paper early), so plan to complete course assignments in a timely and thorough manner.*

Late Policy: Due dates for the paper are clearly marked on your course schedule. Late assignments will be docked **TWO POINTS** for **EACH DAY** or portion thereof that has passed between the due date and when I receive the assignment (e.g., 25 hours late = minus 4%).

Office Hours And Email: I am committed to supporting your learning process. For this reason, I am offering to meet any day after class on campus or by appointment (in my office on Finley Golf Course Rd). I am also happy to receive and respond to your emails. Although I may respond to some emails faster than others, 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.

Course Objectives: It is my hope that you will find this course to be one of the most challenging and valuable courses you will take during your academic career at UNC-CH. In addition, the course is designed to introduce, develop and reinforce skills that students will 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:

- think like a scientist who works in the field of child and adolescent psychopathology
- identify leading theories concerning the etiology of various child and adolescent disorders
- articulate current problems in diagnosing and treating child and adolescent

psychopathology

- prepare and present a brief review of the literature
- apply a scientist-practitioner model when conceptualizing a case
- take a more active role in your learning experience by participating in class discussions and exercises

Course Tips:

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 group so that you can continue to practice working together as a group and sharing information with one another.

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 (this is the most unpredictable method of reaching me). By using my office hours, you are more likely to have my attention and to get the information and help that you need.

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).

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/NOTES
Tu	8/21	Wk 1: Introduction to course/ The crisis in children's mental health/ Normal and abnormal behavior		PRESENTATION TOPICS WILL BE DETERMINED IN CLASS
Tr	8/23	Overview of Developmental Psychopathology	Read MW Chapter 1	
Tu	8/28	Wk 2: Etiological frameworks	Read MW Chapter 2	
Tr	8/30	Nature vs. Nurture – Supertasting		Online Survey
Tu	9/4	Wk 3: The clinical scientist model and research	Read MW Chapter 3	
Tr	9/6	Correlation vs. Causation	Review Data	Web #1
Tu	9/11	Wk 4: Assessment, Diagnosis, Treatment	Read MW Chapter 4	
Th	9/13	Categorical vs. Continuum	CBCL vs. DSM	
Tu	9/18	Wk 5: ADHD	Read MW Chapter 5	
Tr	9/20	More ADHD	Debate	
Tu	9/25	Wk 6: EXAM #1 & Review the Exam Key for Exam #1; Check in on presentations & paper progress		
Tr	9/27	Disruptive Behavior Disorders	Read MW Chapter 6	
Tu	10/2	Wk 7: More ODD, CD		
Tr	10/4	Conflict in Families	Emery Chapter	
Tu	10/9	Wk 8: Anxiety Disorders	Read MW Chapter 7	
Tr	10/11	Anxiety		Web #2
Tu	10/16	Wk 9: Depression	Read MW Chapter 8	
Tr	10/18	Fall Break	No class	
Tu	10/23	Wk 10: No class – finish your outline!	Typed Outline of Final Paper Due (2-3 pages). Must be a submitted in class or digital dropbox by 11:59 pm 10/23/2012.	
Tr	10/25	Depression & Bipolar (AACAP)	(Discussion)	
Tu	10/30	Wk 11: Bipolar Revisited	Youngstrom, Van Meter, Perez Algorta (2011) Bipolar Spectrum Myth or Reality?	
Tr	11/1	Intelligence and Flynn Effect		
Tu	11/6	Wk 12: Eating Disorders	Read MW Chapter 13	
Tr	11/8			Wiki Updates
Tu	11/13	Wk 13: Child abuse and neglect Exam 2 early option – after regular class	Read MW Chapter 14	
Tr	11/15	Child abuse and neglect		Wiki Updates Vignettes Due
Tu	11/20	Wk 14: EXAM #2 & Review the Exam Key for Exam #2 (and check in on groups for presentations)		Five bonus points possible on final paper if submitted in class on November 20 or via digital dropbox by 5 pm on Tuesday November 20

Tr	11/22	THANKSGIVING! Eat lots! Be thankful!		
Tu	11/27	Wk 15: Presentations	Sleep Disorders Communication Disorders DMDD PTSD	Submit presentation by digital drop box and bring it to class. Strong preference for whole disorder (w/ each of the subtopics combined) to be submitted as one document w/clear name of topic. (If presenters are unable to coordinate their presentations into one, please submit them separately.)
Tr	11/29	Presentations Vignette Assignment Now Due	Cognitive Disability/MR Autism Chronic Childhood Illness	
Tu	12/4	Wk 16: Presentations and Wrap Up	Elimination Disorders Schizophrenia Substance Use Disorders	
Tr	12/6	Reading Day		Final papers due via digital dropbox by midnight
Tr	12/13	Final Exam at 4:00 PM	CUMULATIVE	<i>I am not authorized by the university to move final exams. If you have a conflict, you must notify me and consult your academic advisor.</i>

Notes:

Syllabus subject to revision during the course of the semester. Any changes will be posted to Sakai.

MW indicates reading from Mash and Wolfe (2008/2012) text.

If you must miss class, be sure to ask me for assignment updates.