

PSY 480/580

Developmental Psychopathology

Spring 2023

Class times: Tuesdays & Thursdays
12:00 to 1:20 pm

Location: 221 McKenzie Hall

Instructor

Dr. Elizabeth Skowron
Pronouns: she/her/hers
eskowron@uoregon.edu

Office Hours: Wed. 9:00 – 10:00 am (Straub) &
T/Th after class 1:20-2 pm (McKenzie Hall)

Graduate Employee/Instructor

Aubrey Rossi
arossi@uoregon.edu

Office hours: Tuesdays 3– 4pm, & by appointment
zoom: <https://zoom.us/j/92560222037>

COURSE DESCRIPTION

In this course, we will explore the relatively young field of developmental psychopathology. We will read and discuss scholarly writings, primarily in the form of integrative reviews, focused on behavioral and mental health problems in childhood and adolescence, and the multitude of risk and protective factors that influence child development for better and for worse. We will consider questions about diagnostic classification (i.e., categorical, e.g., DSM) systems versus newer dimensional frameworks (e.g., Research Domain Criteria or RDoC) for understanding psychopathology that emerges in childhood and adolescence. Time-permitting, we also will read about and discuss effective psychological interventions for some of these behavioral and mental health problems in childhood and adolescence.

LEARNING OBJECTIVES

1. To understand the core principles of developmental psychopathology as a scientific discipline
2. To develop an understanding of atypical development and its impacts on behavioral and mental health in childhood and adolescence
3. To explore psychobiological vulnerabilities and risk factors for several behavioral and mental health problems in childhood and adolescence
4. To explore protective factors in individuals, their families, and communities that prevent psychopathology
5. To develop skills in reading and evaluating integrative research reviews, and evidence-based clinical interventions

CLASS COMMUNICATION

Our class will communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications. Both our course's Graduate Employee (i.e., Teaching Assistant) and I will host office hours through Zoom each week (see time listed above). We are available to meet with you outside our regular office hours, too, if needed. Just email us through Canvas to set a time. (I do not have an office phone.) If you have a question or concern about *course content or activities*, or experience Internet access challenges, email is a good way to reach me. If we cannot help you with a *technical challenge* with Canvas or Zoom, we will encourage you to contact the [UO Service Portal](#).

Please always include "PSY480" or "PSY580" in the subject line of all email correspondence. Also, please check Canvas prior to attending class—in case that there is an (unlikely) weather- or illness-related interruption, I will notify students through Announcements.

Student Workload. When you complete this course, you will have earned 4 credits toward your degree. Four credits are the equivalent of 120 hours of work across the term. Along with the hours spent each week in lectures and class discussions, you should plan to spend the 9 additional hours each week completing assignments and engaging with course material. This will include reading the text chapter and articles, preparing annotated bibliographies (about 40-60 hours), and studying for exams (about 20 hours).

COURSE LECTURES & READINGS

Textbook chapters: Beauchaine, T.P. & Hinshaw, S. P. (2017). *Child and adolescent psychopathology (3rd edition)*. John Wiley & Sons, New York.

We will read several chapters from this edited book. The ebook version is available through the UO Library at no cost, at: <https://ebookcentral.proquest.com/lib/uoregon/detail.action?docID=7104468>

All other course readings will be available through Canvas. The lectures and class discussions are generally coordinated with the readings throughout the term. Some of the material will be covered in both readings and class, but some of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time.

CLASSROOM COMMUNITY EXPECTATIONS

All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. My goal is to create a learning environment that is accessible and welcoming to all kinds of diverse identities, backgrounds, and beliefs, 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. You may always contact me with any suggestions or concerns related to inclusivity.

As we convene together for in person learning, it is important that we work together and build on our strengths. Following a rather disruptive pandemic, we are reconvening in person with a range of feelings about and comfort with about it, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Be patient with your classmates and be open to their helpful insights that can maximize your learning.

COURSE REQUIREMENTS

Your grade will be determined by your performance on:

1. Weekly annotated bibliographies on course readings
2. Exam 1
3. Exam 2
4. Engagement in class discussions

Graduate students enrolled in PSY 580 will also complete: 5. A critical research essay on a debate in the field.

1. Class Attendance and Engagement

Students enrolled in this course will have different academic, professional, and personal backgrounds that will enrich our class discussions. Positive class participation consists of attending class prepared to engage in discussion of the readings and lecture topics, share insights, and contribute to a collaborative learning environment. Thus, the focus here is on intellectual engagement that is respectful of diverse experiences and perspectives in the course material and among all of us, particularly as we discuss potentially sensitive topics.

This is a face-to-face course. Attendance at scheduled class meetings is important because we will develop our knowledge through in-class learning that requires your active engagement. We'll have discussions and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it difficult to learn well and succeed in the course and it is less likely that students who miss several weeks or more of classes will be able to do well in this course. That said, there is no automatic grade deduction for missing classes and as such, we do not have "excused" or "unexcused" absences for the course.

We know our UO community will still be navigating COVID-19, and some students will need to isolate and rest if they get COVID. Please take absences only when necessary, so when they *are* necessary, your prior attendance will have positioned you for success. Students with COVID are encouraged to seek guidance and resources at [UO's COVID-19 Safety Resources webpage](#).

2. Annotated Bibliographies

To help you more effectively learn and reflect on the course readings, and get more out of class discussions, each week you will complete an annotated bibliography for each of the assigned readings and submit them via canvas before class. Look in the canvas **Course Information: Start Here!** module for two resources on how to prepare an annotated bibliography. The first resource is entitled: ***PSY 480 Guide to Annotated Bibliographies & Grading Rubric*** and outlines the key components of an AB and how to construct one, along with the course's grading rubric for your AB submissions. The second resource is entitled, ***PSY 480 Resource for Preparing Annotated Bibs (ABs) APA style and citations guide and*** shows you how to format the citation included in each AB you submit.

ABs for all the course readings in a given week (i.e., for both Tues. and Thurs. classes) will be due as a single submission on Mondays at 11:00 pm as an electronic document submitted on Canvas. Your first ABs will be due for Week 2's readings, on Monday, April 10th at 11 pm.

Please submit your Annotated Bibliographies due for each week of class in 1 single file with these file naming conventions: ***'Week#.your last name_1st article-chapter first author's last name.2nd article-chapter first author's last name.article-chapter 1st author's last name...'***. For example, my submission for the Week 2 ABs would look

like this: "Week2.Skowron_Hinshaw.Compas." Please note that when giving feedback on your AB assignments, we will do so in Canvas, and turnaround time for feedback is generally about one week.

We will accept a late Annotated Bibliography (AB) for up to 4 of the readings assigned in this course (i.e., 4 individual readings, not 4 weekly submissions). Specifically, for all ABs due on readings for Weeks 2-6, any late ABs must be submitted by Monday, 05/15/23 @ 11 pm (before Exam 1). Then, for any ABs due on readings for weeks 7-10, any remaining late ABs must be submitted by Monday, 06/05/23 by 11 pm.

3. Exams 1 & 2

You will complete two exams in this course. The exams will be administered via Canvas during class time. Each exam will draw from material covered in lectures and readings assigned in the weeks preceding, and since the last exam. The content of the lectures and readings will overlap a little, but you are responsible for everything from the readings and lectures – not just the overlaps.

Exam questions are designed with a mix of multiple choice, short answer, and essay questions. Make sure that you read the entire question, and all response options, carefully, and respond to all parts of the questions. Exam I will cover material in lecture, readings, and discussion from weeks 1-5, and tends to take 60 minutes to complete (but you will have 80 minutes to work on it). Exam II is scheduled during the final day of class, and you will have 80 minutes to work on it as well. Exam II will emphasize class material covered in weeks 6-10.

The exams are moderated by our GE. Please work with the GE (cc'ing me is OK as well), if you are having difficulty with any technical aspects, or if you have any questions about content (i.e., whether you are interpreting a question or response option correctly). We will try to answer your question as quickly as possible, but if you are running out of time on the exam, submit your best guess and we will try to make reasonable accommodations for a different answer afterwards. You are required to be present in class during each exam unless you have accommodation through the AEC or same-day proctoring arrangements for university-sponsored events.

Please note: If you have a documented learning accommodation, or non-documented need for adjustments to help you learn, it is very important you connect with us about this at the beginning of the term so we can adapt your exam administration appropriately.

At the beginning of each exam, you will agree that 1) you are taking the exam alone, 2) you will not share questions or answers with other students who take the exam, and 3) you did not receive questions or answers from other students who took the exam. You are more than welcome to study with others and share responsibilities for outlining the readings and lectures. You are just required not to take the exams as a group or share/receive information about the exams inappropriately.

On a final note, if you miss an exam you will be able to take a makeup version of the exam you missed during our scheduled final exam time during finals week.

4. Critical Research Essay (for PSY 580 graduate students only)

Please see Appendix 1 if you are enrolled in PSY 580 for specific guidance on this course activity and check in with me (instructor) to discuss your paper topic in the first 4 weeks of the term.

Academic Honesty

All work submitted in this course must be exclusively your own and produced exclusively for this course (no

resubmissions of annotated bibliographies produced for prior classes allowed). No form of cheating or plagiarism will be tolerated. Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed in quotation marks. Unauthorized collaboration with others on papers or assignments, or re-submission of others' annotated bibliographies, or work you produced for previous courses, can lead to a charge of plagiarism. In addition, it is plagiarism to submit work in which portions were substantially produced by someone acting as a tutor or an editor. If you are in doubt about your work, please consult with us, or seek assistance from the staff of Academic Learning Services (PLC 68; 346-3226). If cheating or plagiarism is discovered, then the university will be notified, and appropriate action will be taken, which typically results in a failing grade for the course.

Final Grades:

30%	Weekly Annotated Bibliographies
30%	Exam 1
30%	Exam 2
10%	Class Engagement/Participation

(PSY580 Students: Your Critical Research Essay = 20% and Weekly Annotated Bibs = 15%; all other metrics are identical)

Out of the total possible points, if your accumulated percentage of points is:

- 90-100%, your grade will be an A
- 80-89%, your grade will be a B
- 70-79%, your grade will be a C
- 60-69%, your grade will be a D
- < 60%, your grade will be an F

For those taking the class pass/fail your grade must be $\geq 70\%$ to receive a P. Within each letter grade, a plus may be assigned to scores within the top ~2% and a minus may be assigned to scores within the bottom ~2%. I may choose to curve grades at the end of the quarter.

Accommodations.

You are strongly encouraged to contact the Accessible Education Center (541-346-1155) if you have a condition that creates difficulty for you as a student.

If one of the following applies to you, please contact the AEC as soon as possible to make adjustments:

- Documented learning or medical disability
- Non-documented need for adjustments to help you learn
- Non-native speaker of English for whom language proficiency may create challenges

With advance planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

SCHEDULE OF WEEKLY CLASSES:

LECTURE TOPICS and READING ASSIGNMENTS

PLEASE NOTE: This outline is tentative, and there may be changes during the quarter. If any updates are made, I will announce them on Canvas.

Note. B&H = Beauchaine & Hinshaw online book, and chapter #'s where provided are drawn from the online book (find online book at: <https://ebookcentral.proquest.com/lib/uoregon/detail.action?docID=7104468>)

WEEK	DATE	TOPIC AND READING	
Week 1	04/04	No Class Meeting: Review Course Introduction Video Read: Syllabus & Guide to Annotated Bibliographies	
	04/06	Course Introduction and Overview Read: Hinshaw, 2017 pp. 1-17 <i>"Developmental Psychopathology as a Scientific Discipline"</i>	
Week 2	04/11	Core Principles in Developmental Psychopathology (DP) Read: online B&H Ch. 1 Hinshaw, 2017 (is same as 4/6 reading above)	(2 ABs)
	04/13	Risk and Resilience Processes in DP Read: online B&H Ch. 4 (Compas et al.) <i>"Risk and Resilience in Child & Adolescent Psychopathology"</i>	
Week 3	04/18	Inter-personal & contextual dimensions of vulnerability to DP: Child poverty, maltreatment & racism Read articles: Blair & Raver, 2012; Trent, Dooley, & Douge, 2019	(2 ABs)
	04/20	continued <u>Optional</u> Read: Jaffe, 2017 Ch. 5 'Child Maltreatment... '	
Week 4	04/25	Intra-personal dimensions of vulnerability to DP: Behavioral impulsivity, inhibition, & emotion dysregulation Read: online B&H Ch. 6 (Neuhaus & Beauchaine) <i>"Impulsivity & Vulnerability to Psychopathology,"</i> Ch. 7 (Kagan) <i>"High reactive temperament, behavioral inhibition, & vulnerability to psychopathology,"</i> & Ch. 11 (Cole et al.) <i>"Emotion Dysregulation as a vulnerability to psychopathology"</i>	(3 ABs)
	04/27	...continued	
Week 5	05/02	Internalizing Disorders I: Anxiety Disorders Read: B&H Ch. 16 (Weems & Silverman) <i>"Anxiety Disorders"</i>	(2 ABs)
	05/04	Internalizing Disorders II: Depressive Disorders Read: B&H Ch. 18 (Klein et al.) <i>"Depressive Disorders"</i>	
Week 6	05/09	Effective Interventions for Internalizing Disorders Read articles: Spirito et al., 2012 <i>CBT</i> ; Dietz, 2020 <i>Family Based-IPT</i>	(2 ABs)
	05/11	Review	
Week 7	05/16	Exam 1 (weeks 1-5 material)	(FYI: All late 'Week 2-6 ABs' are due by Mon, 5/15 @ 11 pm)

	05/18	Externalizing Disorders I Read: B&H Ch. 13 (Nigg) <i>"Attention-Deficit/Hyperactivity Disorder"</i>	(1 AB due Wed 5/17 @ 11 pm)
Week 8	05/23	Externalizing Disorders II: Read: B&H Ch. 14 (Waldman & Lahey) <i>"Oppositional Defiant Disorder, Conduct Disorder, and Juvenile Delinquency"</i>	(3 ABs)
	05/25	Effective Interventions for Externalizing Disorders: Parent Management Training, Parent-Child Interaction Therapy (PCIT) Read: Zisser-Nathenson et al. 2018; Kaminski et al., 2008	
Week 9	05/30	Substance Use Disorders Read: B&H Ch. 15 (Brown, Tomlinson, & Winward)	(2 ABs)
	06/01	Trauma- and stressor-related disorders in infants, children, & adolescents Read: B&H Ch. 20 (Perry)	
Week 10	06/06	Review / recap	
	06/08	Exam 2 (weeks 6-10 material)	

(FYI: Late 'Week 7-10 ABs' are due by Mon., 6/05 @ 11 pm)

Appendix 1. Guidelines for PSY 580 graduate students' Critical Research Essay

An important goal of this 580 course is to further develop your ability to understand and evaluate the developmental psychopathology (DP) research that we focus on in this course. To that effect, you will write a research paper that critically discusses a debate regarding a child or adolescent disorder, diagnosis, or DP dimension of interest to you. You may choose to delve more deeply into a topic we will be discussing in class, but you are not limited to these. Your paper should be concise, at 7-10 double-spaced pages in length, and draw from at least 10 peer-reviewed sources. In this essay you will:

1. Present a topic and explain why it is interesting and important
2. Present a debate in the field related to this topic
3. Summarize the research that addresses this debate and discuss which side the findings support and why.
4. Present one counter argument the other side (of the debate) uses (or would or could use) to account for or interpret the findings (e.g., an alternate explanation for the findings).
5. Conclusion (this should include your own opinion too).

The essay should include a title page with your name, and a list of references (cited in text using APA-style) which are not included in the total page count. No abstract or running head is necessary. Your research essay will be worth 20% of your overall grade, and **it is due on the Friday of Week 10 (last day of classes) at 5:00 pm as an electronic copy submitted on Canvas**. Late essays will be penalized one letter grade per day in fairness to students who submit their essay on time.

- ***A short outline (1-page) is due online on Canvas on the Friday of Week 5 classes, at 5:00 pm. In this outline, summarize the DP topic of interest for your paper. Include 4 sections: 1. Why is the DP topic interesting and/or important? 2. What is the debate? 3. List 3 of the 10+ research articles you will include. 4. What work remains to be completed? The outline will be worth 10% of your paper grade.***

This earlier deadline for work-in-progress gives you time to develop your ideas and avoid last minute writer's block before the paper is due. You also are encouraged to take advantage of Academic Learning Services (PLC 68; 541-346-3226), which offers free workshops and drop-in tutoring for writing. Also see this resource for APA Format Guidelines: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Appendix 2. Other Important UO Campus Resources Available to You as a Student

- **Support:** The following resources are available to you as a student.
 - [University Health Services](#) or call (541) 346-2770
 - [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
 - [Academic Advising](#) or call (541) 346-3211
 - [Dean of Students](#) or call (541)-346-3216

Life at college can be complicated, let alone following a world-wide pandemic. If you are facing challenges with feeling overwhelmed, stressed, are experiencing anxiety or depression, struggling with relationships, or just need some help navigating current life challenges, you don't need to handle them on your own--there's help and support on our campus.

Our [University Health Services](#) help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

Our University Counseling Services (UCS) also has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The [UO Basic Needs Resource Guide](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support. Your safety and well-being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.