

Developmental Psychopathology
Psychology 333
Spring 2009

Instructor

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Prerequisites

Please note that Introductory Psychology (PSY 101) and Developmental Psychology (PSY 230) are required prerequisites for this course. Transcripts may be required as proof of completion, according to departmental policy.

Meetings and Format

We will meet Tuesdays and Thursdays from 2:00 to 3:15 p.m. in AZAT 1014. Course meetings will be primarily lecture format, although there will be occasion for demonstrations, guided discussion and exercises, and video examples of abnormal child behavior and treatment techniques. Material will be presented and discussed in class that is not contained in the textbook or readings. In order to perform well on course exams, it will be necessary to attend lecture diligently.

Course Description and Learning Objectives

The course provides an overview of the psychological disorders of children and adolescents, including their diagnosis, etiology, and treatment. Emphasis is on empirical research methods and findings, although case examples and general theoretical perspectives are covered as background.

By the end of the course students should be able to:

1. *Broadly define and classify abnormal behavior in youth according to categorical and dimensional assessment systems*
2. *Discuss developmental trends in the onset, course, and form of psychopathology in children and adolescents*
3. *Describe the diathesis-stress model of psychopathology and apply this general conceptual framework to the major psychological disorders of children and adolescents*
4. *Define “evidence-based treatment” in youth mental health and identify whether specific therapies meet these criteria for scientific support*

Required Reading

The required textbook for this class is:

Mash, E. J., & Wolfe, D. A. (2008). *Abnormal child psychology* (4th ed). Belmont, CA: Wadsworth.

There are several published versions of this text. Please check your book carefully to make sure you have the fourth edition published in 2008. There are important differences in content between editions and between the international and U.S. versions of the text.

Handouts and review articles will be used occasionally to supplement textbook readings. These materials will be distributed in lecture, except for one article that should be read in advance of lecture at the end of the semester (see *Course Schedule*). This reading will be available at the reserve desk of the library by the second week of class.

Olds, D. L., Hill, P. L., O'Brien, R., Racine, D., & Moritz, P. (2003). Taking preventive intervention to scale: The nurse-family partnership. *Cognitive and Behavioral Practice, 10*, 278-290.

There may be minor changes to the schedule and content of readings in this course, as additional scientific data is published in the youth mental health literature. Any changes that impact exam date or content will be announced at least one week prior to the administration of the exam.

Grading

The final grade in this course will be based primarily on exam performance. Three unit exams will be given, as well as a cumulative final. The unit exams and final are each worth 100 points, and, as discussed below, exam performance in this class will be based on your best three out of four exam scores (including the final). If you are satisfied with your score on the unit exams, you may chose to not take the cumulative final. In addition, two types of extra credit opportunities will be provided – extra credit exam questions and extra credit activities.

1. *Unit exams (300 points)*. Three unit exams will be given in this course, each covering approximately one month of course material. Exams will be in multiple choice format. There will be no individual make-ups or rescheduling of unit exams.
2. *OPTIONAL final exam (100 points)*. The final exam in this class is optional. If you are satisfied with your performance on the three unit exams, you are not required to take the final exam. However, if you need to miss one of the unit exams for any reason, you likely will need to take the final exam to pass the course.
3. *Exam extra credit (15 points)*. Each unit exam will contain an extra credit essay question, worth up to 5 points per exam. You may earn a maximum of 15 points extra credit, if you correctly answer all extra credit items on all three unit exams.
4. *Activity extra credit (15 points)*. At different points in the semester, there will be in-class activities or quizzes to reward active participation, keeping up on the readings, and attendance. Opportunities also may be offered for students to attend and summarize scientific lectures outside of class or read and analyze additional in-depth articles for extra-credit. At least 15 extra credit points will be offered through these in-class and out-of-class activities, over the course of the semester.

Letter grades will be assigned to point totals to determine final course grade, as below:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.3%	90.0%	86.6%	83.3%	80.0%	76.6%	73.3%	70.0%	66.6%	63.3%	60.0%	Below 59.9%

Rounding of percentages will follow standard scientific conventions to two decimal places. For example, a score of 89.95% on an exam would round to 90.0% and be counted as an A, according to the scale shown above. However, a score of 89.94% would round to 89.9% and a grade of a B+. Additional decimal places will not be considered (e.g., 89.949% is simply 89.94% and a B+).

Exam Procedures

Rescheduling or make-ups. As described previously, there will be no make-up exams offered in this course. In recognition of the stressful life circumstances that many students face, exam grades will be based on the best three out of four exam scores (three unit exams + final exam). Accordingly, you may miss one exam, without penalty.

Review sessions and lecture notes. Short exam review sessions will be conducted in class on the meeting immediately prior to each exam date. To further aid in your exam preparation, lectures notes will be posted on Blackboard after each class to allow you to check your notes for completeness. Lecture notes will not be posted prior to this time.

Exam materials. You will need to purchase the red ParSCORE test form in order to answer multiple choice questions on exams. Please also remember to bring a #2 pencil. Paper will be provided for exam extra-credit questions.

Use of notes. Exams will be closed-book and closed-notes for their duration. Laptops, cell phones, and electronic devices must be off and stowed during the exam. If you need to ask a question during the exam, please stay in your seat, raise your hand, and I will come to your seat to assist you.

Plagiarism / cheating. Plagiarism is defined at SDSU as “the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source.” Cheating on an exam “counts” as plagiarism. If you cheat on an exam, you will receive 0 points for that exam, and you will forfeit the opportunity to complete any extra credit items on that exam. The SDSU Office of Judicial Affairs will be consulted in cases of cheating, and disciplinary action may be taken that may result in failure of this course or suspension or expulsion from the university.

Challenges to exam grades. If you believe there was a clerical error in scoring your exam, you must report this problem within two weeks of the exam in order to request a rescoring. Similarly, if you believe the stated answer to an exam question is incorrect, you must register a challenge to this question within two weeks, and you must provide written, empirical evidence supporting your challenge. Empirical evidence includes citation from the textbook or data from a published empirical article in a peer-reviewed psychology journal. Note that I may disagree with your interpretation of the evidence.

General Course Policies

In addition to exam policies and procedures, the following general rules apply to this class:

Confidentiality and respect. This course focuses on the scientific discussion of ethically sensitive material. All data presented on example cases has been collected in accordance with relevant international and federal law and the ethical principles of the American Psychological Association (e.g., by seeking consent from research participants, changing or removing personally identifying information, etc.). In this course, we will strive to treat these data with respect in our discussion and analysis. In addition, students are expected to respect each other and the learning environment by refraining from conversation or non-course related activity during class (e.g., checking email). Please turn off all cell phones and electronic communication programs on laptops during class.

Empiricism. As mentioned previously, this course is a scientific examination of youth psychopathology and treatment. Many individuals have friend, family, or personal experience with emotional and behavioral difficulties and the mental health system. This experience may provide

the inspiration for taking this class or (usefully) be the basis of general questions and hypotheses you pose to the class. However, the goal of this course is not to provide a venue for processing personal experiences in a public forum. Please contact me individually if course content is personally upsetting, and if you would like additional information about psychological services available at SDSU or in the community.

Students with disabilities. It is the responsibility of the student to contact me within the first two weeks of class to discuss any special accommodations needed for lectures, exercises, readings, or exams. All changes to regular course procedures must be coordinated with the SDSU Student Disability Services office and adhere to their policies and procedures.

Course Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>
1	1/22	Overview of course and content	Syllabus
2	1/27	What is abnormal behavior in youth?	Chapter 1 (pp. 10-25) Chapter 2 (key concepts)
	1/29	Research methods	Chapter 3 (pp. 53-70) Chapter 4 (pp. 99-108)
3	2/3	ADHD	Chapter 5
	2/5	ADHD	Chapter 5
4	2/10	Conduct problems	Chapter 6
	2/12	Conduct problems	Chapter 6
5	2/17	Conduct problems	Chapter 6
	2/19	Substance abuse	Chapter 12 (pp. 389-394)
6	2/24	EXAM 1	
	2/26	Anxiety disorders	Chapter 7
7	3/3	Anxiety disorders	Chapter 7
	3/5	Anxiety disorders	Chapter 7
8	3/10	PTSD and sexual abuse	Chapter 14 (pp. 462-463; 448-449)
	3/12	Depression	Chapter 8 (pp. 231-261)
9	3/17	Depression	Chapter 8 (pp. 231-261)
	3/19	Depression	Chapter 8 (pp. 231-261)
10	3/24	Bipolar disorder and suicidality	Chapter 8 (pp. 262-268)
	3/26	EXAM 2	

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>
11	3/31	SPRING BREAK	-----
	4/2	SPRING BREAK	-----
12	4/7	Mental retardation	Chapter 9
	4/9	Mental retardation	Chapter 9
13	4/14	Autism and PDD	Chapter 10 (pp.299-328)
	4/16	Autism and PDD	Chapter 10 (pp.299-328)
14	4/21	Autism and PDD	Chapter 10 (pp.299-328)
	4/23	Eating disorders	Chapter 13 (pp. 398-406)
15	4/28	Eating disorders	Chapter 13 (pp. 409-424)
	4/30	Child maltreatment	Chapter 14; Olds et al. (2003)
16	5/5	Improving the mental health of youth	-----
	5/7	EXAM 3	
17	5/12	Course summary and final exam review	-----
	5/21	FINAL EXAM 1:00-3:00 PM	