

# Psychology 500: Developmental Psychopathology

**Course Description:** This course is for advanced level undergraduate students, particularly those interested in attending graduate school in a psychology-related field. This section is taught more like a graduate course than an undergraduate course. There will be few days where lecture will cover the meeting time. More commonly, we will use a “flipped classroom” format where the reading and review of PowerPoints happens outside of class, and the class time is used for exercises and discussion.

The course provides an overview of several behavioral and emotional disorders of childhood and adolescence. Not all disorders of childhood and adolescence will be covered in the course. We concentrate on those disorders that 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. We also spend a lot of time comparing and contrasting different ways of classifying what is happening with youths and families, and unpack some of the consequences of different models and their assumptions.

**Objectives:** My aim is 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
- take a global perspective, thinking about implications of our theories and research as technology accelerates the pace of change and makes us more globally connected
- prepare and present brief reviews of the literature both orally and in written form
- communicate information in formats that the general public could understand
- apply a scientist-practitioner model when conceptualizing a case
- collaborate in small team exercises
- create examples for future classes, and also create material for the global community (putting better information out on Wikipedia!)
- take a more active role in your learning experience by participating in class discussions and exercises

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

Mash, E.J., & Wolfe, D.A. (2015). *Abnormal Child Psychology*. Sixth Edition. Belmont, CA: Wadsworth Publishing Company.

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*

*Journal of Family Psychology*  
*Child Development*  
*Development and Psychopathology*

**Course Requirements and Format:** Class time will be spent primarily in small group activities, some lecture, 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:

Quizzes 1, 2, 3, 4	40%* (10% each) – readings and PowerPoints
Final exam	(20%*) -- readings and PowerPoints
Paper	25% (Meets university writing requirement)
Presentations	10%
Assignments	25% (includes homework, Peerwise, class exercises...)

*\*The final exam will replace the two lowest of the four mega-quizzes (MQs).*

**QUIZZES:** There will be four mega-quizzes during the semester and a cumulative final exam. These emphasize analytical or applied knowledge of course topics and draw heavily on the readings and PowerPoint decks available on Sakai. If you need to miss a quiz, then the missed mega-quiz will count as a low grade and will be dropped, and your other MQ grades and final will be used. No make up MQs will be offered.

**PAPER:** We will assign paper topics (disorder or group of disorders) for your 2500-3500 word paper (DO NOT EXCEED 3500 words for the body of the text, not counting the title page and references, AND AIM FOR ~3000 words, in 11 or 12 point font with 1 inch margins). Papers that are shorter than 10 pages will not satisfy the university writing requirement. Papers that are shorter than 2500 words or longer than 3500 will be docked 3% per 150 word increment. 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)

\*special focus: Your choice of one among the following -- sleep, diet, social media, exercise -- combined with your target disorder (e.g., sleep and personality disorders, or social media and PTSD). (1-2 pages, at least two references)

\*resources (local options, as well as web sites, handouts, national organizations) (1 to 2 pages). Note that this section may lend itself to a bulleted list or a table format

Your papers should represent individual work although you may share resources with each other. The paper must include at least 10 peer reviewed references and be written in APA format (no abstract needed). **The 2 to 3 page outline** 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 11:55 pm (see dates on schedule at end of syllabus; Sakai does not allow deadlines closer to midnight than 11:55 pm). The outline works to your advantage...I can give you feedback if you are struggling with your topic, and also can comment on the references you include.

**Final paper is due by 11:55 pm via digital DropBox or email to eay@unc.edu. Your peer reviews of at least**

**one paper is due the following week, and the second review must be completed within two weeks by 11:55 pm. Revised papers are due no later than 72 hours before the final. There are no extensions due to illness, travel, etc. on the paper deadline or reviews, as other students are depending on you to get these in on time so that they can proceed with their own assignments.**

**Late Policy:** Due dates for the paper are clearly marked on your course schedule. Late assignments will be docked 5% 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 10%). Given the structure of the course, and how we are depending on each other for team projects, peer reviews, and discussion, it is crucial that we turn things in on time. Any penalties are deducted from the final grade (i.e., revisions will not “erase” penalties for lateness on the paper).

**Students are responsible for re-reviewing the revised papers within 72 hours. You will lose 5 points from the overall grade for each review not completed.**

**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://library.nmu.edu/guides/userguides/style_apa.htm)

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

**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:  $> 62.5\%$  and  $< 70.0\%$ ; and F:  $< 62.5\%$

Doing expected work on an assignment will earn scores in the 80-85% range. Missing key components will get marked down; A work will clearly exceed minimal requirements – it will have added material, examples or sources.

**Presentation:** Within each disorder, there will be more than one person presenting on the topic. The total presentation on the disorder should be approximately 12 minutes.

- You should each have your **own 4 minute 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 additional 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.*

**Peerwise:** We will be using [Peerwise](#) as a tool to help engage with and master the material quickly. Using Peerwise will improve your grade at least three ways: It will get you to think critically about the material, it will

help you drill, and I will pick some of the best questions to add to the megaquizzes and final.

To earn an A+ for the Peerwise component, you need to write 3 questions per day's reading (50% of score), answer at least 9 questions (25%) and comment on at least 3 (25%). *You can earn up to 10% extra credit in each category.* The Peerwise score will count 60 points towards the assignments component of the grade. I am going to figure the Peerwise score based on final counts, but I will provide a midterm report, and you can check your own numbers any time inside Peerwise. There are eleven sets of readings, so you can skip one of your choice for the Peerwise exercise (or mix and match – I am just using the totals, rather than micromanaging).

Component	Writing Questions (50%, or 30 points)	Answering (25%, or 15 points)	Commenting (25%, or 15 points)
Rubric	(# you write)/30	(# you answer)/90	(# commented)/30
Example	25 question/30	100 answered	30 commented
	=83.3% of 30 points = 25	=110% of 15, or 16.5 points	=100% of 15, or 15 points

*The student in the example would earn 56.5 out of 60 points for Peerwise.*

**“Easter Eggs”:** Over the course of the semester, there will be opportunities for extracurricular projects and activities. These are not formal extra credit that would change the grade in class. They are intended to be opportunities for you to stretch and challenge yourself, or do something new that you can get my input and consultation about. They are intended to foster curiosity, discussion, and independent thinking.

**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 in Davie Hall). 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 Tips:**

*Use of study groups:* You may 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. There also are class exercises where you can earn points towards the course grade. 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 contact 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. Practicing these principles is intrinsically rewarding.

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	READING/VIDEO	DUE IN CLASS/NOTES
Tu	8/23	Wk 1: Introduction to course/ Normal and abnormal behavior		<b>(Peerwise (PW) introduction)</b> <input type="checkbox"/> Vignette First Impressions Due
Tr	8/25	Overview of Developmental Psychopathology	Read MW Chapter 1	(PW suggested pace: Write 3, Answer 9, Comment 3 each week)
Tu	8/30	Wk 2: Etiological frameworks	Read MW Chapter 2	<input type="checkbox"/> Online Survey <b>due by beginning of class</b> <a href="http://tinyurl.com/ku-unc2015">http://tinyurl.com/ku-unc2015</a>
Tr	9/1	Nature vs. Nurture – Supertasting*	Read RDoC Position Paper Watch RDoC Video by Cuthbert	<b>PRESENTATION TOPICS WILL BE DISCUSSED IN CLASS</b>
Tu	9/6	Wk 3: The clinical scientist model and research	Read MW Chapter 3	<input type="checkbox"/> <b>Wikipedia training completed</b>
Tr	9/8	Correlation vs. Causation*	(Review Data)	<input type="checkbox"/> <b>Mega-Quiz 1 (Ch 1, 2, 3)</b>
Tu	9/13	<b>Wk 4: Assessment, Diagnosis, Treatment</b>	Read MW Chapter 4	<input type="checkbox"/> Web #1 – EffectiveChildTherapy.org
Tr	9/15	Categorical vs. Continuum	<b>Sx Grouping Exercise</b>	
Tu	9/20	<b>Wk 5: ADHD</b>	Read MW Chapter 8	<input type="checkbox"/> CBCL vs. DSM
Tr	9/22	More ADHD	Jigsaw; introduce effect sizes	
Tu	9/27	<b>Wk 6: Mega-Quiz #2 (Ch 4 &amp; 8);</b> Check in on presentations & paper topics		<input type="checkbox"/> <b>MQ 2 (Ch 4, 8)</b>
Tr	9/29	<b>In class edit-a-thon</b>		
Tu	10/4	<b>Wk 7: Disruptive Behavior Disorders</b>	Read MW Chapter 9	<input type="checkbox"/> Wiki #1 – TRIP search
Tr	10/6	<b>More ODD, CD [Deshawn]</b>	Read Wikipedia editing guide	
Tu	10/11	<b>Wk 8: Conflict in Families</b>	Emery Chapter	<input type="checkbox"/> <b>Wiki #2</b>
Tr	10/13	<b>Anxiety Disorders</b>	Read MW Chapter 11	
Tu	10/18	<b>Wk 9: Anxiety</b>		<input type="checkbox"/> <b>Wiki #3</b>
Tr	10/20	<b>Fall Break!</b>	No class	
Tu	10/25	<b>Depression</b>	Read MW Chapter 10	<b>Typed Outline of Final Paper Due (2-3 pages). Must submit via email or DropBox by 11:59 pm EST.</b>
Tr	10/27	<b>Wk 10: Depression &amp; Bipolar [Arlene]</b>	<b>Mega-Quiz 3:</b> Ch 9, 11, 10 (no bipolar), Emery	<input type="checkbox"/> <b>MQ 3</b>
Tu	11/1	<b>Wk 11: Bipolar Revisited (Flipped class) [Christopher]</b>	Youngstrom, Van Meter, Perez Algorta (2011) Bipolar Spectrum Myth or Reality?	<input type="checkbox"/> <b>Critique old presentations (EAY will return feedback on outlines)</b>
Tr	11/3	<b>Intelligence and Flynn Effect</b>	Could skim MW Chapter 5 (not on megaquiz)	<input type="checkbox"/> <b>Paper Due Today by 11:55 pm</b>
DATE		TOPIC	READING/VIDEO	DUE IN CLASS/NOTES

Tu	11/8	Wk 12: Eating Disorders	Read MW Chapter 14	
Tr	11/10	Wk 13: Child abuse and neglect [Tameka] Hand out sleep measures	Read MW Chapter 12	<input type="checkbox"/> Review of one paper due by 11:59 pm
Tu	11/15	Mega-Quiz 4 (and check in on groups for presentations)		<input type="checkbox"/> Mega-Quiz 4 (bipolar, eating disorders, abuse & trauma)
Tr	11/17	Wk 14: Sleep and Psychopathology	No reading! In class demo & discussion of sleep	<input type="checkbox"/> 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.)
Tu	11/22	Presentations I	Alzheimer's Autism DMDD Cognitive Disability	<input type="checkbox"/> Review of second paper due by 11:59 pm <i>Note that you can revise your paper as soon as you have the second review</i>
Tr	11/24	THANKSGIVING		
Tu	11/29	Presentations II	Personality Disorders PTSD Schizophrenia Sleep Disorders – Childhood	<input type="checkbox"/> Final Vignette Assignment due by 11:55 pm
Tr	12/1	Presentations III	Sleep Disorders – Adol/Adult Communication Disorders Substance Misuse Obesity	
Tu	12/6	Vignette Discussion and Wrap Up		<input type="checkbox"/> Last Wikipedia edits due
W	12/7	Last day for revisions of paper - noon		<input type="checkbox"/> Final revised papers due via digital dropbox by noon
Sat	12/10	Last day for reviews of revision		<input type="checkbox"/> Re-Reviews – you will lose 5 points from overall average for each review not done
Sat	12/10	Final Exam at 12:00 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 = Mash and Wolfe (2015) text; all times are Eastern Time Zone, regardless of where you or I may be traveling. ☺

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