

Psychology 333
Developmental Psychopathology

Instructor: Amy Spilkin, Ph.D.
Office Hours: Before and after class and by appointment
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Prerequisite: Psy 101 and Psy 230 (CFD 270 is acceptable)

Materials:

- Wenar & Kerig (2010). *Developmental Psychopathology with Additional Readings*. McGraw-Hill. This must be purchased at the bookstore as there are readings embedded in the text.
- 3 red PARSCORE scantrons
- Pencils

Course Description:

This course is an advanced presentation of developmental psychopathology and will focus on major forms of developmental psychopathology, including mood disorders, anxiety disorders, pervasive developmental disorders (including autism), mental retardation, and schizophrenia. You will learn about the defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention for a wide range of psychological disorders in children. We will discuss how biological, psychological, and socio-cultural factors interact with a child's environment to determine the expression of different disorders.

Beyond the basics of developmental psychopathology, this course will provide an overview of recent advances in the field. You will be reading and discussing recent articles on the topic of developmental psychopathology. You will benefit by reading important and thought provoking articles and participating in an active learning process, wherein the topics are examined carefully and critically. We will also view and discuss recent videos as often as possible.

Course Objectives:

The overall objectives of this course are the acquisition of knowledge and understanding about:

- 1) basic characteristics and determinants of the major psychological disorders of childhood;
- 2) current conceptual frameworks for defining and understanding developmental psychopathology;
- 3) approaches to classification, diagnosis, and assessment;
- 4) current research findings on various types of developmental psychopathology;
- 5) current approaches to intervention and prevention and their effectiveness.

Class Organization

This class will consist primarily of lectures and class discussions. Videos and in-class discussions will be incorporated into the schedule whenever possible. Questions about videos and class discussions are “fair game” for the exams.

Required Assignments:

- **Class attendance**
Attendance is expected and will contribute to your success in this course.
- **Reading of text**
You will be required to read the chapters of the text assigned in the syllabus.
- **Exams**
There will be three exams, each of which will contribute to approximately 31% of your final grade in this course. The third exam will be given on the last day of class and will be the same format as the other exams (non-cumulative). Exams will include multiple choice and true-false

questions. Each student will need to bring a red ParSCORE Scantron on the day of the test as well as a number 2 pencil. Latecomers will not be allowed to take the test. Emergency situations resulting in missed exams must be arranged prior to the exam. All make-up exams will be essay exams.

- **The journal**

There will be a required journal entry for almost every class period of at least 500 words double spaced. The topic will be given at the end of class and will be available on Blackboard. The journal will be graded for completion, but entries will not be read in detail. Please underline a few key words in each entry.

- **Grading**

There are a total of 320 points possible in this class.

3 exams (100 points each)	300 pts
Journal (20 points)	<u>20 pts</u>
	320 pts

Class Cheating and Plagiarism Policy

- Plagiarism is defined at SDSU as “the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitted to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source.” In this course, plagiarism refers to copying any material from any published or unpublished (written work from another student) work as your own. It is expected that you independently prepare all assignments for this course.
- *Plagiarism or cheating will result in a failing grade for the semester, and will be reported to the SDSU Office of Judicial Affairs for investigation.*

Crashing Policy

As many “crashers” as possible will be accepted into the class with priority being given to students with seniority. Until a final decision can be made as to how many students will be allowed to add the class, attendance of “crashers” will be taken every day and those students who have not continuously attended the class will have lower priority.

Tentative Lecture Schedule
Subject to Change
Changes will be Announced in Class and on Blackboard

Date	Topic	Readings
1/19	<ul style="list-style-type: none"> • Introduction • Form Small Discussion Groups • Developmental Psychopathology Approach 	<ul style="list-style-type: none"> • Chapter 1 • <i>Drug Research and Children</i> • <i>Classroom Problems That Don't Go Away</i>
1/26	<ul style="list-style-type: none"> • Psychological Assessment • <i>Hearts and Minds: Teens and Mental Illness</i> 	<ul style="list-style-type: none"> • Chapter 16
2/2	<ul style="list-style-type: none"> • Diagnosis and Classification 	<ul style="list-style-type: none"> • Chapter 3 <i>Are We Becoming a Nation of Depressives?</i>
2/9	<ul style="list-style-type: none"> • Infancy – The Developmental Consequences of Mental Retardation 	<ul style="list-style-type: none"> • Chapter 4 • <i>Cyberbullying Among Students with Developmental Disability in Special Education Settings</i>
2/16	<ul style="list-style-type: none"> • Midterm #1 • <i>Frontline: Prisoners of Silence</i> 	
2/23	<ul style="list-style-type: none"> • Infancy – Disorders in the Autistic Spectrum 	<ul style="list-style-type: none"> • Chapter 5 • <i>Entrepreneur Thorkil Sonne on What You Can Learn From Employees with Autism</i>
3/2	<ul style="list-style-type: none"> • The Preschool Period: The Emergence of Attention-Deficit/Hyperactivity Disorder and Learning Disorders • <i>Frontline: Medicating Kids</i> 	<ul style="list-style-type: none"> • Chapter 7 • <i>The Other Performance-Enhancing Drugs</i> • <i>Detection of Feigned ADHD in College Students</i>
3/9	<ul style="list-style-type: none"> • Middle Childhood: The Anxiety Disorders 	<ul style="list-style-type: none"> • Chapter 8 • <i>Enough to Make You Sick</i>
3/16	<ul style="list-style-type: none"> • Middle Childhood to Adolescence: Mood Disorders and Suicide • <i>Frontline: The Medicated Child</i> 	<ul style="list-style-type: none"> • Chapter 9 • <i>Understanding Adolescent Suicide: A Psychosocial Interpretation of Developmental and Contextual Factors</i> • <i>Adolescents who Self-Injure: Implications and Strategies for School Counselors</i>
3/23	<ul style="list-style-type: none"> • Midterm #2 • <i>Cry for Help</i> 	

3/30	SPRING BREAK	
4/6	<ul style="list-style-type: none"> • Oppositional Defiant Disorder • Middle Childhood to Adolescence: Conduct Disorders and the Development of Antisocial Behavior 	<ul style="list-style-type: none"> • Chapter 6 (ODD only) • Chapter 10 • <i>Bullying at School Among Older Adolescents</i> • <i>Teenage Fatherhood and Involvement in Delinquent Behavior</i>
4/13	<ul style="list-style-type: none"> • Severe Deviation in Late Childhood and Adolescence – Schizophrenia • Dr. Spilkin, Case Study 	<ul style="list-style-type: none"> • Chapter 11
4/20	<ul style="list-style-type: none"> • Psychopathologies of the Adolescent Transition: Eating Disorders • <i>Dying to be Thin</i> 	<ul style="list-style-type: none"> • Chapter 12 • <i>Body Image: How do you see yourself?</i> • <i>“Fat Chance”</i> • <i>The Female Triad</i>
4/27	<ul style="list-style-type: none"> • Psychopathologies of the Adolescent Transition: Eating Disorders • <i>Spin the Bottle</i> 	<ul style="list-style-type: none"> • Chapter 12 • <i>Just Say No Again</i> • <i>Helping Students Stay Clean and Sober</i> • <i>Lots of Kids Drink...</i> • <i>Drinking Too Much, Too Young</i>
5/4	• Final Exam in class	