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**DEP 4930: DEVELOPMENTAL PSYCHOPATHOLOGY**  
**Section 17C8; Spring 2014**

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<b>Professor:</b>	<b>Julia A. Graber, Ph.D.</b> Professor of Psychology	<b>Office:</b>	McCarty C 502
<b>Office Hours:</b>	Tuesday 1:00pm-2:00pm Wednesday 4:30pm-5:30pm & by appointment	<b>Phone:</b>	273-3807
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**Class Time:** Tuesday, Periods 8-10 (3:00pm – 5:45pm)

**Class Location:** CHE 316

**Exam Period:** Monday April 27, Period A (7:30am-9:30am)

**Required Readings:**

1. Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal child and adolescent psychology with DSM-V Updates (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.
2. Additional readings are available on the course website. Specific websites are listed or they are available via the library's on-line catalogue as well.

**Course Website:** This course uses Canvas in elearning for posting outlines of lectures, the syllabus, grades, and any announcements. Several assignments will be submitted via the website. To access Canvas: Go to <http://lss.at.ufl.edu/>. Login using your Gatorlink ID and password. Once in personal homepage for Canvas, click on DEP 4930 to enter the specific page for the course. The syllabus is also posted on Dr. Graber's website at: <http://www.psych.ufl.edu/~jagraber/>

**Course Overview:**

Developmental psychopathology has emerged as a distinct field of investigation out of several disciplinary traditions (developmental and clinical psychology, pediatrics, psychiatry, neuroscience, etc.). This course will serve as an introduction to the field and a range of issues relevant to the emergence of psychopathology during childhood, adolescence, and young adulthood. Drawing on models of developmental psychopathology, discussion will focus on: (a) the epidemiology and etiology of psychopathology during childhood, adolescence, and young adulthood, (b) the definition of core concepts such as resilience, adaptation, vulnerability, risk, and protective factors, and (c) prevention and intervention. Note that much of the discussion will focus on developmental processes, successful adaptation, and subclinical problems in addition to disorders.

**COURSE POLICIES**

- **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.

- **Academic Honesty.** See <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
- **Students with disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
- **Make-up Quizzes and Extensions.** Requests for make-up assignments or extensions must be made before the deadline, if possible, or within 24 hours of the deadline for unexpected emergencies. Requests must be based on University approved reasons and must include proper documentation as per University guidelines. The following specific rules also apply:
  - There are no make-ups for quizzes as students may drop the lowest score (see below) or make-up a single quiz on the last day of classes.
  - Additional assignments may be given as make-up for missed participation points due to officially approved absences.
  - Late papers (no approved extension) will be penalized. Assignments will not be accepted if they are more than 1 week overdue.
- **Attendance.** Attendance will not be taken in this class. If a student misses a class, s/he is expected to obtain notes from another member of the class.
- **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class or posted on the course website.

### COURSE REQUIREMENTS

- **Readings.** All assigned readings must be completed before each class period.
- **Class Participation (50 pts total; assessed throughout semester).** All students are expected to participate in class discussion throughout the semester and participation counts as a portion of your grade in this course. Participation will be assessed via unscheduled participation activities and participation in discussion of readings and the application examples.
- **Brief Quizzes (120 pts total; 10 pts each).** At the beginning of each class, students will complete a brief quiz on the core reading for that day (typically a chapter in the textbook). Quizzes will be comprised of multiple choice or short answer questions. Thirteen quizzes will be given throughout the semester; the lowest quiz grade will be dropped and you may make-up a missed or low quiz on the last day of the class (April 21). Thus, 12 Quizzes will be counted toward the final grade.
- **Discussion Starters (50 pts total; 5pts each).** In most weeks, there is an additional reading that will be discussed in class. Students will submit a list of 5 discussion questions for the article. These are submitted in Canvas and are due by 12:00am (midnight) on Monday before the reading is assigned. There are 13 weeks when articles are assigned; students may complete any 10 of these to receive full credit (e.g., you may skip writing questions in 3 of the 13 weeks).

- **Application Examples (80 pts total; 20 pts each).** From February 10 through April 14, we will discuss several disorders and psychological problems. Students will sign-up on 4 occasions to lead discussion on how the disorder is portrayed in society. Students will come to class with examples of how information on the problem is portrayed via websites, news articles, television shows, movies or other media either in the U.S. or internationally. Students should plan on showing a clip or connecting to the website and discuss the accuracy of the information, who created the information (e.g., scientists, corporation, etc.), who the target audience is, and the impact this example may have on children, youth, and families. Be sure information is specific to the disorder or problem rather than “mental health” globally. Prior to class, students will submit a brief paragraph identifying the example and key points for the discussion of the example. Multiple students will bring examples for each topic.
- **Research Papers (2 parts).** The purpose of the research paper is to encourage students to investigate a topic of interest beyond the scope of the course. Specifically, you may choose any topic that you like but must incorporate key themes and concepts from the course (e.g., gender differences, age differences, vulnerability and risk, resilience, pathways, bio-behavioral interactions) and some competence or psychopathology content (e.g., aggression, depression, autism, etc.). Your paper **MUST** focus on children or adolescents and Developmental Psychopathology. For many topics, you might find articles or information that relate to adults but that information should **NOT** be the focus of your paper. Connect your topic to the specific issues of Developmental Psychopathology. It will be impossible to receive a grade higher than a C if the majority of the paper content is not connected to developmental issues in the study of psychopathology. There are 2 parts to this project and both should be submitted via the assignments section of the course website:
  - a. Submission of topic, research questions, and abstracts for 5 articles on the topic **(20 pts). Due March 17, 2015 by 11:59pm**
    - i. Identify a topic from class that interests you. Think of a few specific research questions that you have about the topic. Your questions should go beyond the readings from class or lectures.
    - ii. Search for empirical articles that address your questions. You must identify at least 5 empirical articles from scientific journals that you will use in your final paper. You may also include chapters in addition to your articles but must have at least 5 articles.
    - iii. In a single document, submit a brief description of your topic and research questions and the complete abstract and citation for each article.
  - b. Submission of final research paper **(80pts). Due April 21, 2015 by 11:59pm.**
    - i. The paper should include an introduction that clearly identifies your specific topic.
    - ii. The paper should include your research questions. What is it that you are trying to find out in this paper?

- iii. Summarize the literature on your topic and discuss how this answers your research questions. What did the articles you read report about your topic? Did they answer your research questions?
- iv. Draw conclusions from your review and consider future research that might provide further answers to your research questions. In particular, the paper must include detailed conclusions showing critical thinking about your topic and making connections to readings and topics from class. For example, did you find the answers you expected, why or why not? Does this fit with the larger literature on your topic? What are the implications of your paper? A grading rubric for the research paper will be posted on e-learning under assignments.
- v. Reference section and citations. When citing readings or other materials in the paper, refer to the source by author's last name and the year of publication. This style for identifying source material is used in the textbook (e.g., Wicks-Nelson & Israel, 2008). When referring to readings or other sources put the concept into your own words but be sure to cite the source for the concept or information. **Never use quotes from the literature in the paper--NEVER.** Include the references for all work cited in your paper in a reference section at the end of the paper. Use APA style for both in text citations and the reference section. Again, this style is used in the Wicks-Nelson and Israel (2015) text.
- vi. Format: Include a cover page with a title and your name. All papers must be typed, double-spaced, 12 point font with 1-inch margins. Your paper should include a header with page numbers (upper, right hand corner of the page). The header is a short version of your topic or title (not your name). The text of the paper should be about 5 pages in length (excluding title page and references).

Assignment	Points	Approx. %
Brief Quizzes (12 quizzes, 10pts each)	120	30%
Discussion Starters (10 articles, 5pts each)	50	12.5%
Application examples (4x, 20pts each)	80	20%
Participation (assessed on multiple occasions)	50	12.5%
Research Topic & Articles	20	5%
Final Research Paper	80	20%
<b>TOTAL</b>	400	100.00%

#### GRADING SCALE

Grade	%	Points
<b>A</b>	94% - 100%	376-400
<b>A-</b>	90% - 93.9%	360-375
<b>B+</b>	87% - 89.9%	348-359
<b>B</b>	83% - 86.9%	332-347
<b>B-</b>	80% - 82.9%	320-331

<b>C+</b>	77% - 79.9%	308-319
<b>C</b>	73% - 76.9%	292-307
<b>C-</b>	70% - 72.9%	280-291
<b>D</b>	67% - 69.9%	268-279
<b>E</b>	<67%	<268

**IMPORTANT GRADING POLICY: The point values will be used to calculate final grades, NOT percentage values.** That is, if you have 359 points, your grade will be a B+ even though 359 points is 89.8%. There are numerous opportunities to earn points throughout the semester. Do not plan on rounding up for calculation of final grades.

### COURSE OUTLINE

DATE	TOPICS & ASSIGNMENTS
1/6	<p><b>Overview</b> Syllabus &amp; Core Concepts, Begin Chapter 1</p>
1/13	<p><b>Quiz 1</b> (10pts; Chapters 1 &amp; 2)</p> <p><b>Developmental Psychopathology Perspective</b> Chapter 2</p>
1/20	<p><b>Quiz 2</b> (10pts; Chapter 3)</p> <p><b>Biological &amp; Environmental Contexts of Psychopathology</b> Chapter 3</p> <p><b>Discussion article 1a</b> Evans, G. W., Gonnella, C., Marcynyszyn, L. A., Gentile, L., &amp; Salpekar, N. (2005). The role of chaos in poverty and children's socioemotional adjustment. <i>Psychological Science, 16</i>, 560-565.</p> <p>OR</p> <p><b>Discussion article 1b</b> Malik, N. M. (2008). Exposure to domestic and community violence in a nonrisk sample: Associations with child functioning. <i>Journal of Interpersonal Violence, 23</i>(4), 490-504. doi:10.1177/0886260507312945</p>
1/27	<p><b>Quiz 3</b> (10pts; Chapter 4)</p> <p><b>Research Methodology</b> Chapter 4</p> <p>Background Theme: Poverty &amp; Resilience</p>

	<p><b>Discussion article 2</b> Yoshikawa, H., Aber, J., &amp; Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. <i>American Psychologist</i>, 67(4), 272-284. doi:10.1037/a0028015</p>
2/3	<p><b>Quiz 4</b> (10pts; Chapter 5)</p> <p><b>Classification, Assessment, and Intervention</b> Chapter 5</p> <p><b>Discussion article 3</b> Swords, L., Heary, C., &amp; Hennessy, E. (2011). Factors associated with acceptance of peers with mental health problems in childhood and adolescence. <i>Journal Of Child Psychology and Psychiatry</i>, 52(9), 933-941. doi:10.1111/j.1469-7610.2010.02351.x</p>
2/10	<p><b>Quiz 5</b> (10pts; Chapter 6)</p> <p><b>Anxiety Disorders</b> Chapter 6</p> <p><b>Discussion article 4</b> Keeton, C. P., Ginsburg, G. S., Drake, K. L., Sakolsky, D., Kendall, P. C., Birmaher, B., &amp; ... Walkup, J. T. (2013). Benefits of child-focused anxiety treatments for parents and family functioning. <i>Depression and Anxiety</i>, 30(9), 865-872. doi:10.1002/da.22055</p>
2/17	<p><b>Quiz 6</b> (10pts; Chapter 7)</p> <p><b>Mood Disorders</b> Chapter 7</p> <p><b>Discussion article 5</b> Luby, J.L., Heffelfinger, A.K., Mrakotsky, C., Hessler, M.J., Brown, K.M., &amp; Hildebrand, T. (2002). Preschool major depressive disorder: Preliminary validation for developmentally modified <i>DSM-IV</i> criteria. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 40, 928-937.</p>
2/24	<p><b>Quiz 7</b> (10pts; Chapter 9)</p> <p><b>Attention-Deficit Hyperactivity Disorder</b> Chapter 9</p> <p><b>Discussion article 6</b></p>

	<p>Bussing, R., Mason, D. M., Bell, L., Porter, P., &amp; Garvan, C. (2010). Adolescent outcomes of childhood attention-deficit/hyperactivity disorder in a diverse community sample. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry, 49</i>(6), 595-605. doi:10.1097/00004583-201006000-00008</p> <p><b>Film: The Medicated Child; January 8, 2008</b>  <a href="http://www.pbs.org/wgbh/pages/frontline/medicatedchild/">http://www.pbs.org/wgbh/pages/frontline/medicatedchild/</a></p>
<b>3/3</b>	<b>SPRING BREAK</b>
<b>3/10</b>	<p><b>Quiz 8</b> (10pts; Chapter 8)</p> <p><b>Conduct Problems</b> Chapter 8</p> <p><b>Discussion article 7</b>  Mager, W., Milich, R., Harris, M. J., &amp; Howard, A. (2005). Intervention groups for adolescents with conduct problems: Is aggregation harmful or helpful? <i>Journal of Abnormal Child Psychology, 33</i>, 349-362.</p>
<b>3/17</b>	<p><b>Quiz 9</b> (10pts; Chapters 10 &amp; 11)</p> <p><b>Language and Learning Disabilities, Mental Retardation and Intellectual Disabilities</b> Chapters 10 &amp; 11</p> <p><b>Discussion article 8</b>  Cornelius, M. D., De Genna, N. M., Leech, S. L., Willford, J. A., Goldschmidt, L., &amp; Day, N. L. (2011). Effects of prenatal cigarette smoke exposure on neurobehavioral outcomes in 10-year-old children of adolescent mothers. <i>Neurotoxicology and Teratology, 33</i>(1), 137-144. doi:10.1016/j.ntt.2010.08.006</p>
<b>3/24</b>	<p><b>Quiz 10</b> (10pts; Chapter 12)</p> <p><b>Autism and Schizophrenia</b> Chapter 12</p> <p>Dominus, S. (April 20, 2011). The crash and burn of an autism guru. <i>New York Times Magazine</i>.</p> <p><b>Film: The Vaccine War, April 27, 2010. Chapters 3, 4 &amp; 5</b>  <a href="http://www.pbs.org/wgbh/pages/frontline/vaccines/view/">http://www.pbs.org/wgbh/pages/frontline/vaccines/view/</a></p> <p><b>Discussion article 9</b>  Arnedo, J., Svrakic, D. M., del Val, C., Romero-Zaliz, R., Hernández-Cuervo, H.,</p>

	<p>Molecular Genetics of Schizophrenia Consortium, ... &amp; Zwir, I. (2014). Uncovering the hidden risk architecture of the schizophrenias: Confirmation in three independent genome-wide association studies. <i>American Journal of Psychiatry</i>. doi:10.1176/appi.ajp.2014.14040435</p>
3/31	<p><b>Quiz 11</b> (10pts; Chapters 13 &amp; 14)</p> <p><b>Disorders of Basic Physical Functions &amp; Psychological Factors Affecting Medical Conditions</b> Chapter 13 &amp; 14</p> <p><b>Discussion article 10</b> Chao, Y. M., Pisetsky, E. M., Dierker, L. C., Dohm, F., Rosselli, F., May, A. M., et al. (2008). Ethnic differences in weight control practices among U.S. adolescents from 1995 to 2005. <i>International Journal of Eating Disorders</i>, 41, 124-133.</p>
4/7	<p><b>Quiz 12</b> (10pts; Chapter 15)</p> <p><b>Evolving Concerns for Youth</b> Chapter 15</p> <p><b>Discussion article 11</b> Brown, L. K., Hadley, W., Stewart, A., Lescano, C., Whiteley, L., Donenberg, G., &amp; DiClemente, R. (2010). Psychiatric disorders and sexual risk among adolescents in mental health treatment. <i>Journal Of Consulting and Clinical Psychology</i>, 78(4), 590-597. doi:10.1037/a0019632</p>
4/14	<p><b>Quiz 13</b> (10pts, Levenson et al 2014 &amp; Depp et al. 2010 readings)</p> <p><b>Special Topic Aging &amp; Psychopathology</b> Levenson, R. W., Sturm, V. E., &amp; Haase, C. M. (2014). Emotional and behavioral symptoms in neurodegenerative disease: A model for studying the neural bases of psychopathology. <i>Annual Review of Clinical Psychology</i>, 10, 581-606. <a href="http://dx.doi.org/10.1146/annurev-clinpsy-032813-153653">http://dx.doi.org/10.1146/annurev-clinpsy-032813-153653</a></p> <p>Depp, C., Vahia, I. V., &amp; Jeste, D. (2010). Successful aging: Focus on cognitive and emotional health. <i>Annual Review Of Clinical Psychology</i>, 6527-550. doi:10.1146/annurev.clinpsy.121208.131449</p> <p><b>Discussion article 12</b> Schwarzbach, M., Lupp, M., Forstmeier, S., König, H.-H., &amp; Riedel-Heller, S. G. (2014). Social relations and depression in late life—A systematic review. <i>International Journal of Geriatric Psychiatry</i>, 29(1), 1-21. <a href="http://dx.doi.org/10.1002/gps.3971">http://dx.doi.org/10.1002/gps.3971</a></p>

<b>4/21</b>	<b>Prevention &amp; Intervention, Wrap-up Make up Quiz</b>  <b><i>Discussion article 13</i></b> Kazdin, A. E., & Rabbitt, S. M. (2013). Novel models for delivering mental health services and reducing the burdens of mental illness. <i>Clinical Psychological Science</i> , 1(2), 170-191. <a href="http://dx.doi.org/10.1177/2167702612463566">http://dx.doi.org/10.1177/2167702612463566</a>
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