

Grand Valley State University

PSY 324-01: Developmental Psychopathology

Winter 2024

Instructor: Jamie Owen-DeSchryver, Ph.D. (she, her) Course Time: Tu/Th: 4:00-5:15
Psychology Department Course Location: ASH 2302
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Email: owendesj@gvsu.edu
Office Hours: Tu/Th: 3:00-4:00 pm. If these hours do not work with your schedule, please let me know and we will work out another time to meet. I look forward to meeting with you.

Course Summary

This course will cover child and adolescent disorders through reviewing contextual factors, diagnostic criteria, comorbidity, etiology, intervention, and prevention. Students will be exposed to research articles and case studies, and critical thinking skills will be emphasized to allow students to gain a deeper understanding of issues related to abnormal child development. Upon completion of the course, students should be familiar with: (1) the various approaches and theories used to conceptualize child psychopathology, (2) child, environmental, and psychosocial risk factors for psychopathology, and (3) evidence-based treatments for common childhood disorders.

My goal is for you to learn about a range of issues that impact children and adolescents, such as ADHD, Conduct Disorder, Anxiety, Depression, Learning Disabilities, Autism Spectrum Disorder and Eating Disorders. This class will help you to understand the characteristics of these various disorders, the causes that are known to contribute to their development, and the types of interventions that can be successfully implemented to address them. While there has been much progress in understanding the needs of youth with mental health issues over the last couple of decades, there is still much to learn. Consider how circumstances such as trauma, isolation during and following the pandemic, the growth in technology usage, and the experience of being bullied can contribute to negative youth outcomes. Each of you likely knows someone who experienced some of these challenges as a child or during adolescence. This class will help you to better understand these issues and reflect on research that can improve our understanding of the needs of children and adolescents to improve mental health outcomes.

Objectives

Upon completion of this course students will be able to:

1. Describe the various approaches and theories used to conceptualize child psychopathology
2. Describe the clinical assessment process, including diagnostic procedures.
3. Identify and compare the theories and causes of child psychopathology.
4. Demonstrate understanding of the interactive effects of child, environmental and psychosocial risk factors.
5. Describe the features of a wide range of psychological disorders in children.
6. Describe evidence-based treatment practices used in the field.
7. Review and evaluate research relevant to child psychopathology.

GVSU Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Readings

Required Text

We will be using the GVSU SAVE Program for accessing the textbook. Please see the Flyer in the GVSU SAVE folder in Blackboard for more information. You may opt out of this program by Friday, Jan. 19th, 2024, and purchase the text elsewhere if you prefer. This is the required text:

Mash, E.J., Wolfe, D.A., & Nguyen Williams, K. (2024). *Child Psychopathology* (8th edition). Cengage.

Tests, Assignments, Course Points and Grading Scale

Tests (3 tests, 100 points each; but I will drop your lowest test score, so 200 points are possible)

There will be three tests for this course. Lecture material is meant to supplement your understanding of concepts presented in the textbook; therefore, some questions on the tests will be drawn specifically from lectures, even if those concepts were not covered in your text. As well, tests will include material from the textbook that has not been discussed during lectures. I will provide a description for each test as it gets closer to the scheduled date. I want you to have opportunities to respond to different types of questions so tests will include a combination of multiple choice, matching and essay questions.

Mini Assignments (7 assignments * 10 points each = 70 points)

There will be eight Mini-Assignments in this course and you will be required to complete seven of them. Mini-Assignments will be related to lecture topics and will vary across the semester. These will be brief, written assignments that are meant to help you tie together course content in a meaningful way. Most of these will be based on information provided during lectures and in course readings. Occasionally, they may involve watching videos outside of class time. The purpose of these assignments is to give you extra practice with concepts within low-stakes activities. If you complete all eight, I will count your seven highest scores.

Course Points	Grading Scale
	94 & above A
	90-93 A-
Test #1 100 points	87-89 B+
Test #2 100 points	83-86 B
Test #3 100 points	80-82 B-
<i>I will drop your lowest Test grade so your test score will be out of 200 possible points</i>	77-79 C+
Mini Assignments (7*10 points) <u>70 points</u>	73-76 C
	70-72 C-
	67-69 D+
Total Points: 270 points possible	60-66 D
	59 and below F

Student Expectations	Instructor Expectations
<ul style="list-style-type: none"> • Be active and engaged in class by taking notes and participating in small and large group discussions. • Listen and respect others. • Complete all assignments. • Turn off your cell phone and limit technology use. • Be punctual for all classes. • Discuss class concerns either after class or during designated office hours. • Be prepared for class by reading chapters prior to the lesson and coming prepared to learn. 	<ul style="list-style-type: none"> • Be active and enthusiastic to facilitate student learning. • Listen and respect students' views. • Respond swiftly and effectively to student concerns. • Turn off cell phone. • Grade objectively, consistently, and in a timely manner (in most cases within 2 weeks). • Be prepared for class. • Accommodate differences in students' learning.

Other Information

Copies

Please keep electronic copies of all individual work that you submit.

Academic Integrity and Plagiarism

My goal is to support your learning and scaffold your independence. As you build these skills in this and your other courses, please do not share, sell or take information from others on any test or assignment or use unauthorized resources on quizzes or tests. Be sure to reference sources in written assignments, and please reach out to me if you have any questions prior to submitting an assignment, project, or test where you're uncertain about how to cite or reference information correctly. Information related to academic integrity, misconduct and plagiarism can be found in [GVSU's Student Code](#).

Accommodations for Students with Disabilities

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or [Disability Support Resources](#) (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if you discuss the specific need with me and it's justified. If a student has a physical disability and thinks they will need assistance evacuating the classroom/building in an emergency, please contact me so I can develop a plan to assist you.

Mental Health and Student Support

Mental health concerns, including overwhelming stress, excessive worry, difficulty participating in daily activities, and changes in mood, appetite, or sleep patterns can interfere with your academic performance. College student surveys report that roughly 1 out of 3 students screen positive for a current mental health concern ([Healthy Minds Study](#)). I value your health and wellness and GVSU provides services to support your mental health. If you would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](#) for free resources, self-help options, and services. Also, visit [Campus Recreation & Wellness](#) for additional health and wellness programming.

Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. Your health and your family's health should be your priority. If you are dealing with illness, sick family members, travel difficulties, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations.

Attendance and Participation

Attendance at lectures is highly recommended as this is an important way to engage with material, apply concepts to examples, and practice with ideas through small group and large group discussion. Not all material covered during lectures is in the textbook, nor is all material represented in powerpoints. However just being in class does not necessarily translate into learning or performance measures either. Staying focused, writing down examples, and engaging with your peers during discussions is critical. If you are searching the internet, responding to email or texting during class, you are not likely to benefit as much from attending, and may be distracting to your classmates. When course grades are within one percentage point of the next higher grade, at my discretion, the higher grade may be awarded to students who showed active participation in class (i.e., good attendance, participation in discussions, attentiveness during lectures, and engagement in group activities).

Email

Please email me if you have any questions or would like to set up a time to meet. If I don't respond to you within 24-48 hours, feel free to email me again -- it's possible that I have lost track of your email in my over-burdened in-box. I will make every attempt to get back with you quickly.

Course Schedule

Readings are due on the date that the Lecture Topic begins. Additional readings may be announced and posted on e-reserve. It is possible that this schedule will change; however, general deadlines will remain the same unless I indicate otherwise.

Week	Lecture Topic	Text Readings	Assignments, Tests & Important Dates
Wk 1:	1/9: Syllabus; The 4-Cs; Intro to DP 1/11: Introduction to DP	Ch. 1	
Wk 2:	1/16: No Class: Theories & Causes (online lecture) 1/18: No Class: Theories & Causes (online lecture)	Ch. 2	
Wk 3:	1/23: Theories & Causes 1/25: Assessment, Diagnosis, Tx	Ch. 4	Mini Assnt 1: Theories & Causes due Fri, 1/26 at 5:00 pm
Wk 4:	1/30: Assessment, Diagnosis, Tx 2/1: Research & EBT	Ch. 3	
Wk 5:	2/6: Research & EBT 2/8: TEST 1		TEST 1: Thursday, 2/8 (Test 1 Topics: Introduction; Theories & Causes; Assessment, Dx-is & Treatment; Research & EBT)
Wk 6:	2/13: ADHD 2/15: No Class: ADHD (online lecture)	Ch. 8	Mini Assnt 2: ADHD due Fri, 2/16 at 5:00 pm
Wk 7:	2/20: Conduct Problems 2/22: Conduct Problems	Ch. 9	Mini Assnt 3: Conduct Problems due Fri, 2/23 at 5:00 pm
Wk 8:	2/27: Conduct Problems 2/29: Anxiety Disorders & OCD	Ch. 11	
Spring Break Week: No Class 3/4-3/8			
Wk 9:	3/12: Anxiety Disorders & OCD 3/14: Depression		Mini Assnt 4: Anxiety Disorders due Fri, 3/15 at 5:00 pm
Wk 10:	3/19: Depression 3/21: No Class: Medication/Bipolar video and Activity	Ch. 10	Mini Assnt 5: Medication Video & Activity due Fri, 3/22 at 5:00 pm
Wk 11:	3/26: Anxiety/Depression Wrap-up 3/28: TEST 2		TEST 2: Thursday, 3/28 (Test 2 Topics: ADHD, Conduct Problems, Anxiety, Depression)
Wk 12:	4/2: Learning Disorders 4/4: Autism Spectrum Disorder	Pp. 242-261 Ch. 6	Mini Assnt 6: Learning Disorders due Fri, 4/5 at 5:00 pm
Wk 13:	4/9: Autism Spectrum Disorder 4/11: Eating Disorders of Adolescence	Pp. 576-596	Mini Assnt 7: Autism Due Fri, 4/12 at 5:00 pm
Wk 14:	4/16: Eating Disorders 4/18: Catch Up and Wrap Up		Mini Assnt 8: Eating Disorders Due Friday, 4/19 at 5:00 pm
EXAM WEEK	TEST 3: Tuesday, April 23, 4:00pm-5:50pm		TEST 3: Tuesday, 4/23, 4:00-5:50 (Test 3 Topics: Learning Disorders, ASD, Eating Disorders <i>PLUS Cumulative Information</i>)