

Grand Valley State University  
PSY 324-01: Developmental Psychopathology  
Fall 2019

Instructor: Jamie Owen-DeSchryver, Ph.D.                      Course Time: Tu/Th: 8:30-9:45  
                    Psychology Department                                      Course Location: ASH 2302  
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Office Hours: Tu/Th: 10:00-11:30 or by appointment

**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.

**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.

**Readings:**

Required Text:

Mash, E.J., & Wolfe, D.A. (2013). *Abnormal child psychology*, 6th Edition. Boston, MA: Cengage Learning.

Additional Readings:

Selected articles will be announced and placed on e-reserve.

## **Grading/Coursework:**

<u>Grading</u>		<u>Grading Scale</u>	
Exam #1	100	94 above	A
Exam #2	100	90-93	A-
Exam #3	100	87-89	B+
Assignment 1	30	83-86	B
Assignment 2	30	80-82	B-
Mini Assignment	<u>5</u>	77-79	C+
Total Points:	365	73-76	C
		70-72	C-
		67-69	D+
		60-66	D
		59 & below	F

## **Exams and Assignments:**

### **Exams (3 exams, 100 points each = 300 points)**

- **Exam format and information-** There will be three exams for this course. The final exam will be cumulative; with c. 30%-50% of material selected from the final weeks of lecture topics. Exams will consist of a combination of multiple choice, matching and short-essay questions drawn from the textbook, class activities, and information provided during lectures. Lecture material is meant to supplement your understanding of concepts presented in the textbook; therefore some questions on the exams will be drawn specifically from lectures, even if those concepts were not covered in your text. As well, exams will include material from the textbook that has not been discussed during lectures. *All students are expected to take exams at the scheduled times.*

### **Assignments (2 assignments, 30 points each = 60 points)**

- **Description** – There will be two assignments this semester, each worth 30 possible points. Assignments will require that you apply course concepts to case studies and critique research articles that are relevant to the field. More information about these two assignments will be provided in class and will be posted in Black Board during the course of the semester. Typed copies of your assignments are due IN CLASS on the date indicated in the course schedule. I reserve the option to take off points for assignments that are emailed to me in lieu of submitting a written copy in class.

### **Mini Assignment (5 points)**

- **Description** – There will be one Mini-Assignment in this course. It will be based on a video that you will be asked to review outside of class. This will provide you with some exposure to a topic that I don't have sufficient time to cover during our regular class time. To receive points, you will need to submit a brief, related assignment.

## **Other Information:**

### Copies

You are required to keep a copy of all individual work that you submit to me and must be able to produce that copy upon request.

### Academic Integrity and Plagiarism

Students will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or tests, plagiarize, or give/sell other students papers or assignments not authorized by the instructor. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

### 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 that student discusses the specific need with me and the accommodation appears to be justified.

### Canceled Classes

If classes are canceled at the university, any exam or activity missed due to cancellation will take place at the next class meeting.

### Attendance and Participation

Attendance at lectures is highly recommended. Since not all material covered during lectures is in your text, your test performance is likely to improve if you attend, pay attention, take notes, and actively participate during class sessions. However, coming to class does not necessarily translate into learning or performance measures. If you are spending the class period searching the internet, responding to email, or texting, you are not likely to benefit from your attendance. Furthermore, your inattention may be distracting to other students. Please come to class prepared to fully attend and participate. When course grades are within one percentage point of the next higher grade, at my discretion, the higher grade will 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.

### GVSU Policies:

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

## \* 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, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless I indicate otherwise.

<b>Week</b>	<b>Lecture Topic</b>	<b>Text Readings</b>	<b>Assignments, Tests &amp; Important Dates</b>
Wk 1:	8/27: Syllabus; The 4-Cs; Introduction to DP 8/29: Introduction to DP	Ch. 1	
Wk 2:	9/3: Theories & Causes 9/5: Theories & Causes	Ch. 2	
Wk 3:	9/10: Theories & Causes 9/12: Assessment, Diagnosis, Tx	Ch. 4	
Wk 4:	9/17: Assessment, Diagnosis, Tx 9/19: Research & EBT	Ch. 3	
Wk 5:	9/24: Research & EBT 9/26: <b>EXAM 1</b>		<b>Exam 1: Thursday, 9/26</b> (Exam 1 Topics: Introduction; Theories & Causes; Assessment, Dx-is & Treatment; Research & EBT)
Wk 6:	10/1: ADHD 10/3: ADHD	Ch. 8	
Wk 7:	10/8: Conduct Problems 10/10: NO CLASS- Mini Assignment due next Tuesday, 10/15	Ch. 9	
Wk 8:	10/15: Conduct Problems 10/17: Conduct Problems		<b>Mini Assignment Due Tuesday, 10/15</b>
Wk 9:	10/22: NO CLASS-FALL BREAK 10/24: Anxiety Disorders & OCD	Ch. 11	<b>Assignment 1: Case Study Due Thursday, 10/24</b>
Wk 10:	10/29: Anxiety Disorders & OCD 10/31: Depression	Ch. 10	
Wk 11:	11/5: Depression 11/7: <b>EXAM 2</b>		<b>Exam 2: Thursday, 11/7</b> (Exam 2 Topics: ADHD, Conduct Problems, Anxiety Disorders and OCD, Depression)
Wk 12:	11/12: Learning Disorders 11/14: Autism Spectrum Disorder	Pp. 208-225 Ch. 6	
Wk 13:	11/19: Autism Spectrum Disorder 11/21: NO CLASS		<b>Assignment 2: EBT in DP Due Tuesday, 11/19</b>
Wk 14:	11/26: Eating Disorders 11/28: NO CLASS-THANKSGIVING	Pp. 487-505	
Wk 15:	12/3: Eating Disorders 12/5: Catch Up and Wrap Up		
<b>EXAM WEEK</b>	<b>EXAM 3:</b> Wednesday, 12/12 8:00-9:50 am		<b>Exam 3: Wednesday, 12/12, 8:00-9:50</b> (Exam 3 Topics: Learning Disorders, ASD, Eating Disorders <i>PLUS Cumulative Information</i> )