Course Overview and Goals

This course is an introduction to developmental psychopathology, the study of psychological problems in the context of human development. Using a broad, integrative framework, the course examines childhood psychological problems from a variety of perspectives (genetic, biological, socioemotional, family, and cultural). Syndromes that often first appear in childhood and adolescence are discussed, including autism, attention deficit hyperactivity disorder, conduct disorder and youth violence, depressive disorders, anxiety disorders, and eating disorders. The course also examines resilience, environments that place children at risk for poor outcomes, and prevention. In our study of various disorders, we will focus on trajectories of typical development as a comparison, and we will consider intervention and prevention efforts aimed at limiting the impairment associated with each disorder. Throughout our study of developmental psychopathology, we will rely on current research and empirical findings to inform our understanding of various disorders and syndromes.

Required Texts

- Articles and additional readings on reserve (see below).

Class Policies

Attendance

- Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. Therefore, attendance is mandatory. You are allowed two absences, for any reason, without penalty.
- If you realize you will be missing classes for a medical or other reason, please contact the Advising Support Center (oxadvising@emory.edu) so that they can notify all of your professors.
- Note that it is impossible to receive credit for class participation if you are absent, and your participation grade will be adversely affected by more than two absences.
- In addition, students with excessive absences (4 or more) without documentation from the Advising Support Center (ASC) or the Office of Accessibility Services (OAS) will be referred to
the Assistant Dean for Academic Affairs. Excessive absences may result in withdrawal from or failure of the course.

- If you miss class, you are responsible for obtaining class notes, handouts, announcements, etc. from a classmate. Please do not ask me, “Did I miss anything in class today?” because the answer will always be “Yes!”
- As soon as possible, please inform me of any religious holidays or approved Oxford athletic or other commitments that might require you to miss class so that alternative arrangements for completing work can be made at the earliest opportunity.
- I also expect that you will be present and engaged for the entire 75-minute class period. We will begin class on time, and tardiness may result in you being counted as absent for the day. In addition, once class begins, you should not leave the classroom until class ends unless there is an emergency.

Electronic Devices

- Unless otherwise instructed, I expect that you will not use electronic devices in class. You should take notes the old-fashioned way with paper and pen/pencil.
- In addition, I expect that your cell phone will be turned off and put away (i.e., completely out of sight) for the duration of class.
- Exceptions to this no-electronics policy: (1) On days when a reading other than the textbook is assigned, I expect that you will have a copy of the reading accessible during our discussion because you will need to refer to it frequently. You may access the reading electronically, and on these days, you may use your laptop in class for that purpose. (2) There may be other class days when I will ask you to bring your laptop or other device with you for some activity we will be doing in class.
- If you have a particular reason for requesting to use a laptop or other device for taking notes in class, please see me to discuss.

Honor Code

- All work submitted for evaluation in this course assumes adherence to the honor code of Oxford College.
- Unless instructed otherwise, all of your work in this course should represent completely independent effort.
- No part of your tests or papers completed for this course may be shared with other students in this class or with students in future classes. In addition, you may not refer to tests, papers, or assignments from previous classes.
- The Oxford College Honor Code can be found here: http://oxford.emory.edu/catalog/regulations/honor-code.html

Evaluation

Evaluation of your performance in this course will be based on tests, papers, and other assignments described below.
### Assignment Percentage of Grade Date Due

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>22%</td>
<td>February 13</td>
</tr>
<tr>
<td>Test 2</td>
<td>23%</td>
<td>March 26</td>
</tr>
<tr>
<td>Intervention project</td>
<td>Part 1 = 17%</td>
<td>February 27</td>
</tr>
<tr>
<td></td>
<td>Part 2 = 16%</td>
<td>April 7</td>
</tr>
<tr>
<td></td>
<td>Part 3 = 12%</td>
<td>April 30</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>every day</td>
</tr>
</tbody>
</table>

### Evaluation Policies

#### Grading Scale

- For final course grades, letter grades will be assigned based on the scale below. Note that for final course letter grades, I round up to the next whole number if your score is .5 or above (e.g., 86.5 rounds to 87 = B+).

\[
\begin{align*}
100-93 & = A \\
92-90 & = A- \\
89-87 & = B+ \\
86-83 & = B \\
82-80 & = B- \\
79-77 & = C+ \\
76-73 & = C \\
72-70 & = C- \\
69-67 & = D+ \\
66-60 & = D \\
59-0   & = F
\end{align*}
\]

- For papers and assignments on which a letter grade is given, letters translate to numerical scores for calculating final grades as follows:

\[
\begin{align*}
A+ & = 98, A = 94.5, A/A- = 92.75, A- = 91, A-/B+ = 89.5, B+ = 88, B+/B = 86.25, B = 84.5, B/B- = 82.75, \\
B- & = 81, B-/C+ = 79.5, C+ = 78, C+/C = 76.25, C = 74.5, C/C- = 72.75, C- = 71, etc.
\end{align*}
\]

#### Late Assignments

- Assignments will be penalized one full letter grade (e.g., A- to B-, C to D) for each part or whole day the assignment is late. No extension or make-up option is available for class discussion.

#### Accommodations

- If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, I encourage you to contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at oas_oxford@emory.edu.
- If you are currently registered with OAS and have not requested or received a copy of your accommodation notification letter, please notify OAS immediately. Students who have accommodations in place are encouraged to coordinate sometime with me, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. Accommodations are not implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for this course face to face with the OAS student. All discussions with OAS and faculty concerning the nature of
your disability remain confidential. For additional information regarding OAS, please visit http://accessibility.emory.edu/index.html.

Graded Assignments

Tests

- There will be two tests in this course, and they will both be given in class. You will take the tests on Canvas and will need a laptop with LockDown Browser installed on test days.
- Tests will consist of short answer (e.g., multiple choice) and essay questions. Questions will be drawn both from your readings and from material covered in class and will emphasize the synthesis and application of your knowledge about course material.
- Only under extraordinary circumstances will a make-up test be administered. It is your responsibility to make all arrangements for the make-up test before the start of the regularly scheduled test.

Intervention Project

Throughout the semester, you will develop a skills-based intervention program designed to prevent/treat one of the disorders we discuss in class. You will need to plan your program carefully based on a theoretical/conceptual model that explains the disorder you are addressing. You will present your program in three ways. Part 1 involves writing a paper explaining the theoretical/conceptual model for your program and the research supporting it. In Part 2, you will develop the program itself and write a paper about it. For Part 3, you will write the lesson plan for one particular session of your program and then present your session to our class during our scheduled final exam time. Further details about choosing your topic and working on your intervention will be provided early in the semester.

Participation

- The format of this class requires that the assigned readings be completed before the date they will be covered in class.
- I expect you to be thoroughly engaged with the material, your colleagues, and me for the full class session. Your contribution to the class discussion is viewed as an essential component of your own learning process in this course as well as that of your classmates. Everyone is expected to participate in discussion at every class meeting.
- If you are hesitant about speaking up in class, talk to me about it without delay, and I will help you get started. Remember that the quality of your contributions is more important than the quantity. Outstanding contributions include comments, questions, and responses that demonstrate careful critical analysis of material and that help to move the discussion forward.

Additional Resources

There are numerous resources available to you on campus. Below I’ve listed a few that might be helpful to you. If you do not see a relevant resource below, please see me, and I will do my best to help connect you to the right person/place.

Advising Support Center (ASC)
The Advising Support Center is a great first stop for students who have general academic
questions or concerns. The ASC can help you access all of the appropriate resources on campus. Stop by the first floor of Seney Hall or email oxadvising@emory.edu for more information. “Just ASC!”

The Writing Center
The Writing Center usually opens in the third or fourth week of the semester. Consultants in the Oxford Writing Center are available to support Oxford College students as they work on any type of writing assignment and/or text, at any stage of the composing process. Consultants can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They usually do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. All students, monolingual and multilingual, are welcome to visit the Writing Center tutors. Learn more and make an appointment by visiting the WCOnline website https://oxford.mywconline.com/. Please review tutoring policies before your visit.

Counseling Center
Many students visit the Counseling Center at some point during their Oxford careers. Counselors are available to talk with you about any difficulties that might be limiting your intellectual, emotional, or social development. Their services are confidential and highly professional. See http://oxford.emory.edu/life-at-oxford/counseling-and-career-services/ for more information. You can schedule an appointment by calling 770-784-8394.

Career Services
It’s never too early to start thinking about and preparing for your time after Emory! The Career Services Center is available to help you explore opportunities during your time at Oxford as well as to help you think about the future. See http://www.oxford.emory.edu/life-at-oxford/counseling-and-career-services/.

Let’s Meet for Coffee
I am eager to get to know you and have a chance to learn more about your interests, your goals, and who you are outside of our regularly scheduled class meetings. To that end, I invite you to join me for coffee (or my personal favorite…chai tea!) at the library coffee shop or the dining hall or the student center some time this semester. This is not a requirement, but I hope you will take me up on the offer—just let me know a time we could meet.
Readings

Intervention and prevention science


Attention Deficit Hyperactivity Disorder (ADHD)


Conduct Problems


Anxiety Disorders

Substance Use Disorders


Depressive Disorders


Autism Spectrum Disorders

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING (to be covered on this day) / ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Jan. 14</td>
<td>Welcome to our class!</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Jan. 16</td>
<td>Developmental psychopathology</td>
<td>M&amp;W ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>Jan. 21</td>
<td>Theories and causes</td>
<td>M&amp;W ch. 2</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Jan. 23</td>
<td>Intervention, prevention, and research</td>
<td>M&amp;W ch. 3; Mrazek &amp; Haggerty (1994)</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>Jan. 28</td>
<td>Assessment and diagnosis</td>
<td>M&amp;W ch. 4</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Jan. 30</td>
<td>Assessment and diagnosis</td>
<td>M&amp;W ch. 4</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>Feb. 4</td>
<td>ADHD – Introduction</td>
<td>M&amp;W ch. 8; Schwarz (2014)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Feb. 6</td>
<td>ADHD – Associated features</td>
<td>McQuade et al. (2017)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Feb. 13</td>
<td>Test 1</td>
<td>Test 1</td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>Feb. 18</td>
<td>ADHD – Treatment; Conduct problems – Introduction</td>
<td>M&amp;W ch. 9; Hechtman et al. (2016); McGough (2016)</td>
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<tr>
<td></td>
<td>Th</td>
<td>Feb. 20</td>
<td>Conduct problems – Developmental models</td>
<td>TBA [either CPPRG (1992) or Pinderhughes et al. (2010)]</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>Feb. 25</td>
<td>Conduct problems – Intervention and prevention</td>
<td>Dodge et al. (2015)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Feb. 27</td>
<td>Anxiety disorders – Introduction</td>
<td>M&amp;W ch. 11; Intervention Part 1 due in class</td>
</tr>
<tr>
<td>8</td>
<td>T</td>
<td>Mar. 3</td>
<td>Anxiety disorders – Development</td>
<td>Nelemans et al. (2018) [Note: read only introduction and discussion sections]; Henig (2009)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Mar. 5</td>
<td>Anxiety disorders – Treatment</td>
<td>Hourigan et al. (2012)</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>Mar. 10</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Mar. 12</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T</td>
<td>Mar. 17</td>
<td>Substance use &amp; college student mental health</td>
<td>M&amp;W ch. 13 (pp. 469-476); Miller (2013); Becker (2020)</td>
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<td></td>
<td>Th</td>
<td>Mar. 19</td>
<td>TBA</td>
<td>—</td>
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<tr>
<td>11</td>
<td>T</td>
<td>Mar. 24</td>
<td>Depressive disorders – Introduction</td>
<td>M&amp;W ch. 10</td>
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<tr>
<td></td>
<td>Th</td>
<td>Mar. 26</td>
<td>Test 2</td>
<td>Test 2</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>Mar. 31</td>
<td>Depressive disorders – Development</td>
<td>Paul (2010); Rudolph (2009)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Apr. 2</td>
<td>Depression – Theory and treatment</td>
<td>Young &amp; Mufson (2008)</td>
</tr>
<tr>
<td>13</td>
<td>T</td>
<td>Apr. 7</td>
<td>Autism spectrum disorders – Introduction</td>
<td>M&amp;W ch. 6 (through page 185); Intervention Part 2 due in class</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Apr. 16</td>
<td>Autism spectrum disorders – Treatment</td>
<td>Volkmar et al. (2014); Greene (2008); Suskind (2014)</td>
</tr>
<tr>
<td>15</td>
<td>T</td>
<td>Apr. 21</td>
<td>Discussion of The Other Wes Moore</td>
<td>Moore (2010)</td>
</tr>
<tr>
<td></td>
<td>Th</td>
<td>Apr. 23</td>
<td>Case studies and wrap-up</td>
<td>TBA</td>
</tr>
<tr>
<td>16</td>
<td>Th</td>
<td>Apr. 30</td>
<td>Scheduled exam time is 2:00-5:00 p.m.</td>
<td>Presentation of project; Intervention Part 3 due at 2:00 p.m.</td>
</tr>
</tbody>
</table>