

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
Department of Psychology and Philosophy

Developmental Psychopathology
Fall 2017, Tuesday 9:00-11:50AM
Psychological Services Center

Instructor: Amanda Venta, Ph.D.
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Office Hours: Tuesdays & Thursdays 1:50-3:00PM and by appointment

Course Description

This course provides an overview of childhood and adolescent psychological problems from a developmental psychopathology framework. The Handbook of Developmental Psychopathology (Volumes I, II, and III; Cicchetti & Cohen, 2006, 2016) will provide a general framework for the course. The overall goals of this course are:

Course Objectives

- Developing specific skills, competencies, and points of view needed by professionals in the field of psychology. Specifically:
 - Increase students' knowledge regarding the definition, symptom presentation, etiology, assessment, and diagnoses of childhood psychopathology from a developmental psychopathology framework
- Goal: Learning to apply course material (to improve thinking, problem solving, and decisions)
 - Increase students' abilities to apply this knowledge base and framework to conceptualizing clinical cases of childhood disorders and formulating research questions related to childhood psychopathology and development

Primary Text

Cicchetti, D. (2016). *Developmental Psychopathology*. New York: John Wiley & Sons, Inc.
Additional required readings emailed or handed out in class

Course Requirements and Grading

Class Structure: Each class meeting will follow the same basic structure. The general class structure will be as follows:

- Getting Started: 5 minutes
- Case Conceptualization Exercise: 30 minutes
- Discussion: 25 minutes
- Lecture: 90 minutes

Case Conceptualizations: Each class will begin with a closed-book, closed-note case conceptualization exercise covering the reading. Each conceptualization is worth 10 points and 13 will be offered. The lowest grade will be dropped. Conceptualizations missed due to absences cannot be made up.

Final Exam: Material on the final exam will be cumulative. The student will be provided with a case vignette and asked to generate a developmental psychopathology formulation and preliminary treatment plan (i.e., “comps style”). The final exam is worth 150 points.

Participation/Attendance: Attendance will not be formally taken during the course; however, in-class lectures and role-plays will form a significant amount of the material required for exams. If you cannot make a class session, please let the instructor know as soon as you possibly can.

Assignments		Grading Scale	
Conceptualizations	= 120 points	242 – 270 (89.5% - 100%)	= A
Final Exam	= 150 points	215 – 241 (79.5% - 89.4%)	= B
		188 – 214 (69.5% - 79.4%)	= C
		187 and below (below 69.5%)	= F

Special Accommodations

Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain North Annex building (next to Farrington), telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instructor in order to present his/her accommodation forms and discuss the arrangements for the accommodations.

Student Absences on Religious Holidays

A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which any missed assignments and/or examinations are to be completed.

Student Absences

If you must miss a class at a time when an exam is being given, please notify the instructor as soon as possible. Make-up exams will be offered, but the student may be required to present verification that the absence was for a legitimate reason and the make-up must be arranged before the test date.

Academic Dishonesty

The academic honesty policy of SHSU will be strictly enforced. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted,

plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>.

Visitors in the Classroom

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Decorum in the Classroom

Please silence phones and keep texting to emergencies and essentials.

Please see <http://www.shsu.edu/syllabus/> for a complete listing of University policies that apply to this course.

Tentative Course Schedule

Date	Theme	Readings
Aug 29	Risk & Resilience	- DP 2nd Ed., Vol. 1, Ch. 1 Development and Psychopathology
Sept 5	Attachment & Neglect	- DP 3rd Ed., Vol. 1, Ch. 8 Attachment and Developmental Psychopathology
Sept 12	Physical Abuse	- DP 3rd Ed., Vol. 3, Ch. 11 Child Maltreatment and Developmental Psychopathology: A Multilevel Perspective
Sept 19	PTSD & Sexual Abuse	- DP 3rd Ed., Vol. 3, Ch. 9 Traumatic Stress from a Multilevel Developmental Psychopathology Perspective
Sept 26	Intellectual Disability	- DP 3rd Ed., Vol. 3, Ch. 1 Developments in the Developmental Approach to Intellectual Disability
Oct 3	Autism Spectrum Disorders	- DP 3rd Ed., Vol. 3, Ch. 3 Autism Spectrum Disorders
Oct 10	ADHD	- DP 3rd Ed., Vol. 3, Ch. 14 Attention and Impulsivity
Oct 17	Disruptive Behavior	- DP 3rd Ed., Vol. 3, Ch. 15 The Development and Ecology of Antisocial Behavior
Oct 24	Anxiety	- DP 3 rd Ed., Vol. 2, Ch. 14 Anxiety Regulation: A Developmental Psychopathology Perspective
Oct 31	Depression	- DP 3rd Ed., Vol. 3, Ch. 8 Cognitive Risks in Developmental Psychopathology
Nov 7	Substance Use	- DP 3rd Ed., Vol. 3, Ch. 19 Substance Use and Substance Use Disorders
Nov 14	Eating Disorder	- DP 3rd Ed., Vol. 3, Ch. 6 The Development of Emotion Regulation: Implications for Child Adjustment
Nov 21	Psychosis	- DP 3rd Ed., Vol. 2, Ch. 22 Neurodevelopmental Theories of Schizophrenia: Twenty-first Century Perspectives
Nov 28	Personality Disorder	- DP 3rd Ed., Vol. 3, Ch. 23 Toward a Unifying Perspective on Personality Pathology Across the Life Span
Final Exam: Take-home, Comps-style		