HDE 239: DEVELOPMENTAL PSYCHOPATHOLOGY (Fall Quarter 2015)
Tuesday 4:10 PM–7:00 PM, 1328 Hart Hall

Contact Info

Instructor: Daniel Ewon Choe, Ph.D.
Office: 1347 Hart Hall
Email: danchoe@ucdavis.edu

Office Hours: Wednesday 3:00–5:00 PM
Course Website: Smart Site HDE 239
Mailbox: 1309 Hart Hall

Email Policy: Please put “HDE 239” in the subject line. I will try to respond within 24 hours.

Office Hours: I encourage you to use this time to ask questions about assignments and your course progress. Email me to set up an appointment if your schedule conflicts with office hours.

Course Description and Objectives

Developmental psychopathology is an interdisciplinary perspective of dynamic transformation from a normal to pathological state of functioning. A widely held belief among psychologists is that knowledge of human development and developmental psychopathology are complementary and mutually inform each other. This course covers foundational principles and current issues in developmental psychopathology, such as risk and protection, continuity and discontinuity, comorbidity, and appropriate methods for studying children and adolescents’ mental illnesses. In-class discussions and exercises focus on assigned readings to help students consolidate course material, apply course concepts to their professional interests, and sharpen their ability critique scholarly work. Topics of discussion include autism spectrum disorders, disruptive behavior disorders, mood and anxiety disorders, antisocial behavior, resilience and prevention science.

As part of enrolling in this course, you are expected to attend each seminar having read all assigned papers for that week beforehand. The goals of discussion are to review and help clarify content from readings and to help you critically think about the concepts you have learned so that you may apply this knowledge to your own interests and pursuits. By the end of the quarter, you should understand the clinical features, etiological causes, correlates, developmental course, and prevention of major psychological disorders originating in childhood and adolescence. Please complete the reading assignments before attending seminar and come prepared for discussion.

Required Text and Class Resources

Required Text:


Recommended Text:

Course Websites: You will find announcements and resources with PDFs of all assigned readings on the course Smart Site at https://smartsite.ucdavis.edu. You will be responsible for materials posted to the class website, as well as email messages I send you. Please make an effort to regularly check the course site and your email. Weekly discussion forums will take place on a supplementary website that is better suited for online discussions: http://canvas.instructure.com/.

Grading and Assignments

Grading for this course will be based on four factors outlined below:

- Attendance & Participation…… 25%
- Weekly Discussion Questions…. 25%
- Paper Critique…………………. 10%
- Final Paper………………..…… 40%

**Attendance & Participation:** On-time attendance is required each week. If you arrive to seminar unreasonably late, you will be counted absent unless your tardiness is cleared with me. Only ONE unexcused absence is allowed, but please notify me in advance if possible. For every additional unexcused absence, I will deduct 12.5% from your Attendance & Participation grade.

If you have other exams or assignments that conflict with this course, please inform me within the first two weeks of the quarter and I will consider accommodations.

The main goal of seminar is to provide an opportunity for discussion among peers. Participation involves actively listening, sharing your thoughts, engaging in class activities, and showing respect for others’ ideas. Engaging in irrelevant activities during seminar (e.g., internet browsing, emailing or texting) will reduce your participation grade.

**Discussion Leaders:** At the beginning of the term, students will have the opportunity to select which week they would like to lead discussion. Responsibilities of discussion leaders include consolidating and distributing discussion questions, actively facilitating discussion, developing in-class activities, and providing an outline for the seminar. Discussion leaders may also replace or supplement course readings with papers that fit the week’s topic, as well as provide handouts and present videos. Discussion leaders will meet with me to approve outlines no later than a week before their turn leading seminar.

**Weekly Discussion Questions:** It is beneficial to have everyone write discussion questions before seminar to facilitate discussion of that week’s readings. This will allow whoever is leading discussion to identify common themes and organize topics to facilitate the efficient use of our time. Please submit one discussion question per assigned reading to the Discussion Forum the evening prior to seminar, spend an hour reviewing posted discussion questions and briefly respond to questions with your initial thoughts and reactions at least two hours prior to class.

**Paper Critique:** The ability to critique scholarly work is a valuable skill to refine in one’s professional development. Demonstrate your proficiency in prioritizing strengths, substantive weaknesses, and providing guidance for authors for an empirical paper of your choosing that addresses psychopathology and a topic that is familiar to you. Please limit paper critiques to 5
Final Paper: This is an opportunity to lay the groundwork for your own study of developmental psychopathology with the knowledge and resources attained in this course. Write a literature review or introduction to a manuscript focusing on a specific topic of interest (e.g., depression in school-age children) that summarizes what we know and do not know about your principal construct, identifies debates among scholars and inconsistencies in their findings (if applicable), and provides future directions for researchers and/or practitioners. Please limit your paper to 10 pages of double-spaced text (not including title page and references) and follow APA style for citations and formatting (no abstract is necessary). This paper does not have to be exhaustive, but it should illustrate your skill at critically evaluating studies and organizing their contents in a cogent and informative review within a developmental psychopathology framework. Please submit a hard copy of your topic and a rough outline to me in class by Tuesday, November 10th. Your final paper is due by email during finals week by Tuesday, December 8th at 7pm.

Class Policies and Other Information

**PLEASE BE COURTEOUS WHEN USING LAPTOPS, TABLETS, AND PHONES**

Academic Misconduct: Plagiarism or any form of academic dishonesty will NOT be tolerated. All completed assignments must be original work. If you are caught plagiarizing, you will receive a zero for the assignment. Examples of plagiarism include copying or paraphrasing the work of another person without citing the source, or allowing another person to copy your work. If you are not sure whether something is plagiarism, please contact me. For the full University Code of Academic Conduct, please see http://sja.ucdavis.edu/cac.html.

Special Circumstances: For students requiring special accommodations (e.g., religious practices) let me know by Tuesday, Oct. 20th so proper arrangements can be made.

Helpful Resources: UC Davis Student Health and Counseling Services (SHCS): General information at (530) 752-2300 (shcs.ucdavis.edu); SHCS Counseling Services located at 219 North Hall (shcs.ucdavis.edu/services/counseling.html); For urgent needs you can call (530) 752-2349 or walk in to speak with an advice/triage nurse. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at (530) 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

UC Davis Internship and Career Center (ICC): Located on the 2nd and 3rd Floors of South Hall, (530) 752-2855 (icc.ucdavis.edu). ICC provides comprehensive career services for UC Davis graduate students and postdoctoral scholars. Career advisors can assist you with all aspects of finding a career within or beyond academia. Services include confidential one-to-one advising, individualized C.V., resume, and cover letter review, and a variety of workshops and symposia, including the annual Master's & PhD Career Symposium designed for advanced degree holders.
READING LIST

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✓ = uploaded to Smart Site Resources folder

September 29: Introduction to Course and Theoretical Perspectives in Developmental Psychopathology


doi:10.1017.S0954579402003024


Recommended Readings:


October 6: Current Issues in Developmental Psychopathology


**Recommended Readings:**


**October 13: Genes, Environment, and Psychopathology**


**Recommended Readings:**


**October 20: Aggression, Antisocial Behavior, and Disruptive Behavior Disorders**


**Recommended Readings:**


**October 27: Depression, Anxiety, and Internalizing Problems**

**NOTE: SELECTED ARTICLE FOR PAPER CRITIQUE DUE IN CLASS OR VIA EMAIL.**


**Recommended Readings:**


**November 3: Autism Spectrum Disorders**


doi:10.1007/978-1-4614-9608-3_33

**November 10: Developmental Neuroscience and Psychopathology**

**NOTE:** FINAL PAPER TOPIC AND OUTLINE DUE IN CLASS.

doi:10.1093/scan/nsu061 ✓

doi:10.1007/978-1-4614-9608-3_14

doi:10.1016/j.tics.2015.06.007


The following primer may be of interest to those with limited background in neuroscience:

doi:10.1017/S0954579408000497 ✓

**Recommended Readings:**


doi:10.1176/appi.ajp.160.4.636 ✓

doi:10.1017/S095457940800059X ✓

November 17: ADHD from Multiple Perspectives


Recommended Readings:


November 24: No Class – Thanksgiving Break
**NOTE: PAPER CRITIQUE DUE VIA EMAIL.**

December 1: Resilience and Prevention Science


Recommended Readings:


