HDE 239: DEVELOPMENTAL PSYCHOPATHOLOGY (Fall Quarter 2019)
Monday 10:00 AM–1:00 PM, 109 Wellman Hall

Contact Info

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

Office Hours: By appointment only  
Office Phone: 530-752-9899  
Mailbox: 1318 Hart Hall

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

Course Description and Objectives

Developmental psychopathology is an interdisciplinary perspective and a subdiscipline of developmental psychology that examines adversity, resilience, and mental health problems that originate in childhood or adolescence. A widely-held belief among psychologists is that knowledge of typical development and atypical development are complementary and mutually informative of one another. This course covers foundational principles and current issues in developmental psychopathology, such as heterotypic continuity, comorbidity, and appropriate methods for studying mental illnesses in children and adolescents. Discussions and exercises focus on assigned readings to help students consolidate course material, apply course concepts to their professional interests, and sharpen their ability to critique scholarly work. Course topics include autism spectrum disorders, disruptive behavior disorders, mood disorders, anxiety disorders, antisocial behavior, maltreatment, trauma, resilience, and prevention science.

As part of enrolling in this course, you are expected to attend each seminar having read all assigned readings for that week. The goals of discussion are to review and 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 work. 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.

Required Text and Class Resources

Required Text (can be downloaded for free on campus):

Course Websites: You will find announcements, assignments, and resources (e.g., PDFs of all assigned readings) on the course Canvas site at https://canvas.ucdavis.edu.

Grading and Assignments

1. **Participation 30%:** Participation involves actively listening, contributing to class activities, and showing respect for others’ ideas. Engaging in irrelevant activities during seminar (e.g., internet browsing, emailing, texting) will lower your Participation grade. On-time attendance
is expected each week, so your Participation grade will be penalized if you arrive to seminar late on more than two occasions. Only one excused absence is offered without penalty, so please notify me of absences in advance, if possible. For every unexcused absence, I will deduct 10% from your Participation grade.

II. **Weekly Discussion Questions 25%:** Everyone is required to submit one discussion question per assigned reading to Discussions in Canvas no later than 12 hours before each seminar (Sunday at 10:00 PM). This will ensure that there is enough time for whomever is leading discussion to identify common themes and organize topics to facilitate discussion of the assigned readings efficiently. I will deduct 10% from your Weekly Discussion Questions grade each week you fail to submit questions. Even when you are excused from class with a planned absence, I expect you to complete the assigned readings for that week.

III. **Facilitation as Discussion Leader 15%:** Students are required to select two weeks they would like to lead discussion. Responsibilities of discussion leader include organizing discussion questions, providing an agenda for seminar, and actively facilitating discussion. Discussion leaders may also replace one to two course readings with an article(s) fitting the week’s topic, as well as present handouts and media (e.g., videos). Discussion leaders must meet with me no later than the Friday before their chosen dates to approve their plans.

IV. **Mid-Quarter Paper Draft 10%:** Submit a 1-page proposal for your selected paper topic to me via email by the start of seminar on **Monday, Oct. 14th**. Electronic and physical copies of your paper draft (in doc. or docx.) are due at the beginning of seminar on **Monday, Nov. 4th**.

V. **Final Paper 20%:** This assignment is an opportunity to create your own developmental psychopathology study with knowledge attained in this course. Limit your paper to 10 to 12 pages of double-spaced text and follow APA style (no abstract needed). Your paper should illustrate your skill at critiquing studies and organizing their contents in a cogent review with a developmental psychopathology framework. Electronic copies of final papers are due by **Monday, Dec. 9th at 5pm**. For your final paper, select from the following two options:

1. Write a literature review on a specific form of psychopathology and its development during a specific lifespan phase (e.g., aggression in early childhood, depression in early adolescence). Apply a developmental psychopathology perspective when summarizing what we know and do not know about your topic, identify relevant controversies among scholars and inconsistencies in their findings if applicable, and suggest future directions for research.

2. Write an IRB research protocol for a study of psychopathology with a specific age group. You will need to create study objectives, a brief literature review for background, inclusion and exclusion criteria for participant recruitment, study timelines and endpoints, research procedures, privacy protection guidelines for data, and summaries of benefits and risks to participants. An IRB research protocol template is provided in Files on Canvas.

**Class Policies and Other Information**

**PLEASE BE COURTEOUS WHEN USING TECHNOLOGY IN CLASS**

**Academic Misconduct:** Plagiarism or any form of academic dishonesty will NOT be tolerated.
All completed assignments must be original work. 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 holiday, letter of accommodation) please let me know by Monday Oct. 7th so 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.

*National Suicide Hotline:* 1-800-273-8255, [https://suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)
*National Suicide Hotline in Spanish:* 1-888-628-9454
*Suicide Prevention and Crisis Services of Yolo County:* 1-888-233-0288
Become a volunteer: [http://www.dcn.davis.ca.us/~spyc/?page_id=36](http://www.dcn.davis.ca.us/~spyc/?page_id=36)
Texting Hotline: Text "CONNECT" to 741741
**READING LIST**

# = *Handbook of developmental psychopathology* (3rd ed.)
✓ = uploaded to Canvas Files

**Sept. 30th: Course Introduction and Theoretical Perspectives in Developmental Psychopathology**


Before reading this article, review this website to learn about NIMH’s RDoC framework: [nimh.nih.gov/research-priorities/rdoc/definitions-of-the-rdoc-domains-and-constructs.shtml](https://nimh.nih.gov/research-priorities/rdoc/definitions-of-the-rdoc-domains-and-constructs.shtml)


**Recommended Readings:**


**Oct. 7th: Current Issues and Future Directions in Developmental Psychopathology**


Review the 1-page brief on Canvas that summarizes new Cultural Concepts in the DSM-5


Recommended Readings:


Oct. 14th: Genetics, Neuroimaging, Context, and Psychopathology
*1-page proposal for selected final paper topic due via email to instructor before seminar.


**Recommended Readings:**


Oct. 21st: Neurodevelopmental Disorders


**Recommended Readings:**


**Oct. 28th: Disruptive Behavior Disorders, Antisocial Behavior, and Violence**


Recommended Readings:


outcomes. *Development and Psychopathology*, 20, 673–716. doi:10.1017/S0954579408000333 ✓


**Nov. 4th: Childhood Maltreatment, Violence Exposure, and Trauma**

**Electronic and physical copies of paper drafts due by beginning of seminar.**


**Recommended Readings:**


**Nov. 18th: Depression, Anxiety, and Other Internalizing Problems**


**Recommended Readings:**


**Nov. 25th: Substance Abuse and Dependence Disorders**


**Recommended Readings:**


**Dec. 2nd: Resilience and Prevention Science**


**Recommended Readings:**


