HDE 239: DEVELOPMENTAL PSYCHOPATHOLOGY (Spring Quarter 2017)
Wednesday 4:10 PM–7:00 PM, 1328 Hart Hall

Contact Info

Instructor: Daniel Ewon Choe, Ph.D.  
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Office Hours:  By appointment only  
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Email Policy:  Write “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 a field of study subsumed by developmental psychology that examines the development of mental health problems and disorders. It also 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 one another. 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. 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. Course topics include autism spectrum disorders, disruptive behavior disorders, mood and anxiety disorders, antisocial behavior, maltreatment and trauma, and 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 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:

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

I. **Participation 25%**: Participation involves actively listening, engaging in 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 a sign of professional maturity and is expected each week. If you make a habit of arriving to seminar late, your Participation grade will suffer. Only ONE unexcused absence is permitted without penalty, but please notify me of absences in advance if possible. For every additional unexcused absence, I will deduct 10% from your Participation grade.

II. **Weekly Discussion Questions 25%**: Everyone is required to submit discussion questions 24 hours before seminar to facilitate discussion of assigned readings. This will allow whomever is leading discussion to identify common themes and organize topics to ensure efficient use of our time. Post one question per assigned reading to Discussions 24 hours before seminar and briefly review and/or respond to questions before we meet. I will deduct 10% from your Weekly Discussion Questions grade each week you fail to submit questions (even when you are excused from class, I expect you to complete the assigned readings).

III. **Facilitation as Discussion Leader 10%**: Students will have the opportunity to select which week they would like to lead discussion. Responsibilities of discussion leaders include organizing discussion questions, providing an agenda for seminar, and actively facilitating discussion. Discussion leaders may also replace ONE course reading with an article fitting the week’s topic, as well as present handouts and media. Discussion leaders must meet with me no later than a week before their chosen date to approve their plans.

IV. **Mid-Quarter Paper Draft 10%**: Submit a 1-paragraph proposal for your selected paper topic to me via email by Wednesday, April 26th. Electronic and physical copies of your paper draft (in doc. or docx.) are due by the beginning of seminar on Wednesday, May 10th.

V. **Final Paper 30%**: This assignment is an opportunity to create your own developmental psychopathology study with the knowledge attained in the course. Limit your paper to 10-12 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. For your final paper, you may choose from the following options: 1) Write a literature review on a specific form of psychopathology and its development during a specific phase of the lifespan (e.g., aggression in middle childhood, depression in adolescence). Apply a developmental psychopathology perspective when summarizing what we know and do not know about your chosen topic; identify relevant controversies among scholars and inconsistencies in their findings (if applicable); and provide future directions for researchers and/or practitioners. 2) Write an institutional review board (IRB) research protocol for a study of psychopathology in a developmental population. 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 will be provided. Electronic copies of final papers are due during finals week by Monday, June 12th at 5pm.
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. 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) let me know by April 19th 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.

Chat Online: http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx
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
Texting Hotline: Text "CONNECT" to 741741
READING LIST

✓ = uploaded to Canvas HDE 239 Files

April 5th: Course Introduction and Theoretical Perspectives in Developmental Psychopathology


Recommended Readings:


April 12th: Current Issues and Future Directions in Developmental Psychopathology


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


**Recommended Readings:**


**April 19th: Genetics, Neuroimaging, the Environment, and Psychopathology**


**Recommended Readings:**


doi:10.1002/9781119125556.devpsy219 ✓


April 26th: ADHD from Multiple Perspectives

*1-paragraph proposal for selected paper topics due via email to instructor


Recommended Readings:


May 3rd: Aggression, Disruptive Behavior Disorders, Antisocial Behavior, and Violence


**Recommended Readings:**


**May 10th: Autism Spectrum Disorders and Other Neurodevelopmental Conditions**

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


**Recommended Readings:**


**May 17th: Childhood Maltreatment, Violence Exposure, and Trauma**


regulation of glucocorticoid signaling genes: Associations in children and adults. 
*Development and Psychopathology, 28*, 1319–1331. doi:10.1017/S0954579416000870 ✓

**Recommended Readings:**


**May 24th: Depression, Anxiety, and Other Internalizing Problems**


**Recommended Readings:**


**May 31st: Substance Abuse and Dependence Disorders**


**Recommended Readings:**


**June 7th: Resilience and Prevention Science**


Werner, E. E. (2013). What can we learn about resilience from large-scale longitudinal studies?

**Recommended Readings:**


*June 9th: Final Examination on Friday from 3:30 – 5:30PM*