

## HDE 130: DEVELOPMENTAL PSYCHOPATHOLOGY (Winter 2024)

**Lectures:** Tuesday & Thursday

9:00 AM–10:20 AM (PDT)

**Discussion sections:** Wednesday

**A01:** 5:10 – 6:00 PM

**A02:** 6:10 – 7:00 PM

**A03:** 7:10 – 8:00 PM

### Contact Information

**Professor:** Amanda E. Guyer, Ph.D. (she/her/hers); email: [aeguyer@ucdavis.edu](mailto:aeguyer@ucdavis.edu)

Office hours: Thursday 10:30AM-12:00PM (Office or zoom link in Canvas) or by appt.

**Graduate Instructor:** Chase Boyer (he/him/his); email: [cjboyer@ucdavis.edu](mailto:cjboyer@ucdavis.edu)

Office hours: Monday 10:00-11:00AM (Zoom link in Canvas) or by appt.

### Course Goals and Learning Objectives

Developmental psychopathology is the study of mental health problems that originate in childhood and adolescence. This is my absolutely favorite topic in human developmental science, and the focus of my research!

In this course, we will study the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective. This perspective examines the course of child and adolescent disorders over time, pays special attention to multiple levels of risk and protective factors that influence developmental processes and trajectories, and examines child psychopathology in the context of typical child development.

This course covers three main topics:

- (1) Basic principles and methods used by researchers who study developmental psychopathology, the ways in which clinicians assess and help children and their families, and developmental problems that arise in young children.
- (2) Multiple aspects of disruptive behavior problems, substance use disorders in children and adolescents, and eating disorders.
- (3) Multiple aspects of anxiety disorders, child maltreatment, mood disorders, and severe emotional disorders in youth.

This course has four main learning objectives:

- (1) Demonstrate an understanding of the fundamental theories and empirical research in the field of developmental psychopathology.
- (2) Appreciate the complexity of typical and atypical development from multiple levels.
- (3) Understand how typical and atypical development occurs in diverse contexts.
- (4) Communicate concepts about developmental psychopathology in written, visual, and oral formats.

Learning objectives are assessed through completion of reading, participation in lecture activities, contribution to lecture and discussion, discussion section activities, performance on exams, and creation of an infographics project.

Lectures cover theoretical and empirical evidence of typical and atypical development. Discussion sections go more deeply into course material and facilitate students' understanding of course content. By the end of this course, you will understand the clinical features,

diagnostic criteria, causes, developmental course, prevention and treatment of psychological disorders originating in childhood and adolescence, including autism spectrum, attention-deficit/hyperactivity, disruptive behavior, substance use, eating, anxiety, trauma, mood, suicidality, and severe emotional disorders.

I hope your participation in this course will have relevance to your everyday life. Although you may not become a professional therapist or mental health researcher, you will likely need to help children and adolescents at some point in your life (if not already). This course aims to provide you with the knowledge and critical thinking skills necessary to help you make informed decisions about the well-being of youth, families, schools, neighborhoods, and society.

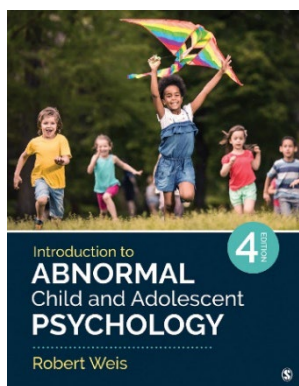
### Course Policies

**As part of taking this course, you are expected to attend and participate in class, complete the readings, engage with class materials (lectures, videos, discussions), and complete all assignments.** Taking notes by hand usually leads to deeper learning. If you do take notes with an electronic device, make sure other programs are turned off during class and discussion. Lectures will be recorded and may include student comments; discussion section will not be recorded. Recordings will be posted on Canvas, but are not to replace attending class in person.

That said, **maintaining a healthy and safe classroom is also a priority.** Face coverings are recommended for indoor settings, especially for anyone vulnerable to illness or caring for vulnerable others ([CampusReady](#)). Any member of our class may be wearing a mask at any time. **It is important to stay home if you are sick or test positive for COVID-19.** If you are unsure about your symptoms, then be cautious. **Contact me and the TA as soon as possible.** Your grade will not be affected if you need to stay home due to illness or precautions and we will find ways to work with your situation.

### Class Resources and Required Text

**Course Website:** Students are responsible for regularly checking Canvas for updates in *Announcements, Assignments, Grades, Files, Syllabus, Modules, and Calendar.*



**Textbook:** Weis, Robert (2020). *Introduction to abnormal child and adolescent psychology* (4<sup>th</sup> ed.). Los Angeles, CA: SAGE Publications

**Inclusive Access:** Course text is available as a physical copy on loan through the library course reserves or as an e-book.

- To access the e-book, click on the **Bookshelf** menu option in Canvas to access your Student IA Portal. Contact [inclusiveaccess@ucdavis.com](mailto:inclusiveaccess@ucdavis.com) with questions about this option.
- Follow the instructions in your portal to access the e-book. For questions regarding functionality of the Bookshelf e-reader, please contact the Vital Source support desk at [support@vitalsource.com](mailto:support@vitalsource.com). If you cannot locate the Canvas Bookshelf button or email with your portal link, you can have it re-sent at <https://portal.verba.io/davis/login>.
- You will have trial access until the 14th day of instruction (Jan. 22<sup>nd</sup> 2024) and can choose to opt in or not during that period to retain full access.
- Students who opt in by the deadline will have the access charge billed to their student account. If you do not opt in, access will expire after the deadline and you will not be billed.

- If you forget to opt in before your access expires, contact the Inclusive Access team to be opted in and have the access turned back on.

## Course Assignments and Grading

Expect to spend a considerable amount of time reading and reviewing chapters and lecture notes. In my experience, students who do not fully engage themselves in the material for this course do not earn an A. There are four components to the course grade:

- (1) **Case studies (20%)**: Complete 3 case studies by the end of Week 9 (**due 3/9 11:59pm**). For each of the 3 units covered, select a case study of your choice and respond to the prompts in a written summary (see Canvas). These are intended to help you review the material covered in class, but you can go at your own pace to complete them.
- (2) **Discussion section activities and participation (20%)**:
  - a) Up to 50 points can be earned by **completing 5 discussion-based activities** (e.g., discussions, responses videos, small group work; 10 points each). If students miss a discussion section activity deadline, points cannot be earned.
  - b) Up to 50 points can be earned for **attending and actively participating in all 10 discussion sections** (5 points each). Contact the TA asap if you cannot attend a discussion section in an emergency/due to illness.
- (3) **Exams (30%)**: Three in-class unit exams will be on **1/25, 2/13, and 3/14**. A final exam during final exams week will be on **3/18 at 3:30PM**. If you are satisfied with your grades on the 3 unit exams, you do not need to take the final. Your lowest exam score will be dropped. A missed exam will count as your lowest exam grade. Each exam is 50 points.
  - a) Midterms contain questions regarding the topics covered in each unit up to the exam.
  - b) The final exam is cumulative and will contain questions drawn from all course topics.
  - c) All exams may include multiple choice, true/false, and/or fill in the blank questions based on material presented in lecture, assignments, and assigned readings.
  - d) Bring a UCD2000 scantron sheet and a pencil with eraser for each exam. Be on time. If you arrive after one student has completed the exam, per university policy, you will not be allowed to take the exam and will receive a 0. If you come late to class on exam day, your exam score will be docked 10 pts. No exceptions granted.
  - e) No make-up exams will be given. Take the final exam to improve your exam grade.
- (4) **Infographic project (30%)**: Infographics are a great way to interpret research and present information in a succinct, clear, and creative way. Students will choose a disorder covered in the class (textbook, other materials) and find 3 related peer-reviewed journal research articles. You will interpret the research you have found and choose particular pieces of information you think tell an interesting story. You will use this story to create an infographic that represents the research, and present it during your discussion section. More details provided in Canvas. The project is worth 150 points total.

Course grades will be determined using the standard UC Davis grading scale as below.

**Final grades reflect the effort that you put into learning. Grades will NOT be rounded up.**

97-100% = A+	87-89.999% = B+	77-79.999% = C+	67-69.999% = D+	< 60% = F
93-96.999% = A	83-86.999% = B	73-76.999% = C	63-66.999% = D	
90-92.999% = A-	80-82.999% = B-	70-72.999% = C-	60-62.999% = D-	

## HDE 130: Course Calendar Winter 2024

Week	Date	Topic	Readings + Assignments
<b>UNIT 1: Principles and Methods of Developmental Psychopathology; ASDs</b>			
1	Tue. 1/9	Welcome to the course!	Intros; Review syllabus
	Wed. 1/10	Discussion section 1.1 (mental health)	US Surgeon General Advisory 2021
	Thu. 1/11	Childhood Disorders: Science & Practice	Ch. 1
2	Tue. 1/16	Causes of Childhood Disorders	Ch. 2; review Ch. 3
	Wed. 1/17	Discussion section 1.2 (assessment)	<b>Due: DA1</b>
	Thu. 1/18	Assessment and Diagnosis	Ch. 4; review Ch. 3
3	Tue. 1/23	Autism Spectrum Disorder	Ch. 6
	Wed. 1/24	Discussion section 1.3 (neurodiversity)	Info. proj. Q & A
	Thu. 1/25	<b>Unit 1 exam</b>	
<b>UNIT 2: Disruptive Behaviors, Substance Use Problems, &amp; Eating Disorders</b>			
4	Tue. 1/30	Attention-Deficit/Hyperactivity Disorder	Ch. 8
	Wed. 1/31	Discussion section 2.1 (conduct)	<b>Due: DA2 + Infographic Topic</b>
	Thu. 2/1	Conduct Problems	Ch. 9
5	Tue. 2/6	Substance Use Disorders in Adolescents	Ch. 10
	Wed. 2/7	Discussion section 2.2 (substance use)	<b>Due: DA3</b>
	Thu. 2/8	Eating Disorders	Ch. 15, pp. 506-535; <b>Due: Infograph. draft</b>
6	Tue. 2/13	<b>Unit 2 exam</b>	
<b>UNIT 3: Emotion, Mood, and Thought Disorders</b>			
	Wed. 2/14	Discussion section 3.1 (anxiety)	<b>Receive infographic draft feedback</b>
	Thu. 2/15	Anxiety Disorders	Ch. 11
7	Tue. 2/20	Obsessive-Compulsive Disorder	Ch. 11
	Wed. 2/21	Discussion section 3.2 (trauma)	<b>Due: Infographic final version</b>
	Thu. 2/22	Depressive Disorders; Suicide	Ch. 13
8	Tue. 2/27	Pediatric Bipolar Disorders	Ch. 14
	Wed. 2/28	Discussion section 3.3 (present)	<b>Due: Infograph. presentation + DA4</b>
	Thu. 2/29	Trauma-Related Disorders	Ch. 12
9	Tue. 3/5	Child Maltreatment	Ch. 12
	Wed. 3/6	Discussion section 3.4 (present)	<b>Due: Infograph. presentation + DA4</b>
	Thu. 3/7	Schizophrenia	Ch. 14; <b>All case studies due 3/9</b>
10	Tue. 3/12	Social media & youth mental health	NAS report
	Wed. 3/13	Discussion section 3.5 (social media)	<b>Due: DA5</b>
	Thu. 3/14	<b>Unit 3 exam</b>	
	Mon. 3/18	<b>Optional Final Exam 3:30-5:30pm</b>	

DA = Discussion section-based assignment.

## Course Communication

1. Check your e-mail and Canvas regularly for announcements, resources, and important information. Syllabus, lectures, videos, documents, assignments, and other course resources are available on Canvas. For assistance with Canvas, contact the IT EXPRESS Help Desk (530-754-HELP (4357) or [ithelp@ucdavis.edu](mailto:ithelp@ucdavis.edu)).
2. You are responsible for reading all announcements made in Canvas.
3. If you need to discuss anything about your grade, you must make an appointment to meet with me (in-person or video).
4. The TA and I will make every effort to respond to email correspondence within 2 working days. In your email, include "HDE 130" and a brief subject in the subject line. Keep emails brief to allow quicker response time. For questions needing long responses, we may request you schedule an appointment. A quick response at one time does not mean we can always respond quickly at other times.
5. Responses to questions that may be relevant to the entire class will be delivered to the entire class when applicable (this will not include issues of a personal nature).
6. Students with need for accommodations: It is your responsibility to contact the Student Disability Center (SDC) to arrange for any accommodations that you need.
7. The content and dates of this syllabus may need to be modified at the instructor's discretion. Any changes will be noted in Announcements in Canvas.

## UC Davis Principles of Community

UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The [UC Davis Principles of Community](#) is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

## UC Davis Code of Academic Conduct: Honesty, Fairness & Integrity

The UC Davis Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Examples of academic misconduct:

- Receiving or providing unauthorized assistance on examinations
- Using or having unauthorized materials out during an examination
- Plagiarism - using materials from sources without citations
- Altering an exam and submitting it for re-grading
- Fabricating data or references
- Using false excuses to obtain extensions of time

Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following: [UC Davis Code of Academic Conduct](#) (10/14/2019)

**Avoiding Plagiarism:** Under the UC Davis Code of Academic Conduct, UC Davis students are responsible for ethical scholarship, and for knowing what plagiarism is and how to avoid it. All writing assignments must be original work. If you plagiarize, you will receive a zero on the

assignment. Plagiarism—in any form—will not be tolerated, and will be subject to disciplinary action within the University. Learn more about [Citation Styles](#) at the UC Davis Library.

**Responsibility of Students:** The ultimate success of a code of academic conduct depends largely on the degree to which it is willingly supported by students themselves. The following recommendations are made for students:

- Be honest at all times.
- Act fairly toward others. For example, do not disrupt or seek an unfair advantage over others by cheating, or by talking or allowing eyes to wander during exams.
- Do not submit the same work in more than one class. Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor.
- Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments.
- Know what plagiarism is and take steps to avoid it. When using the words or ideas of another, even if paraphrased in your own words, you must cite your source. Students who are confused about whether a particular act constitutes plagiarism should consult the instructor who gave the assignment.
- Know the rules - ignorance is no defense. Those who violate campus rules regarding academic misconduct are subject to disciplinary sanctions, including suspension & dismissal.

#### Copyright of Course Materials at UC Davis

My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. **You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way — whether or not a fee is charged — without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Davis Code of Academic Conduct.** Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

#### Student Resources

Check here for important information for students on general academic resources, health and wellness, careers/internships, and community resources: [FAQ Student Resources](#)

[Student Disability Center](#) | [Mental Health Resources](#) | [Student Health Services](#) | [Crisis Text Line](#)  
Text RELATE to 741741

[Library Searchable Databases](#) | [Library VPN Connection](#) (for off-campus) | [NIH PubMed](#) and [PsycInfo](#) (databases for journal articles) | [APA Style Guide](#)

[Writing Tutoring](#) | [Success Coaching & Learning Skills](#) | [Student Life](#) | [Career Resources](#)  
[Technical Assistance](#) | [Canvas Help](#)