SYLLABUS

Class time and location: Wed. 2:00 – 3:50
Instructor: Hannah Hoch, Ph.D., BCBA-D
Email: hhoch@barnard.edu
Office hours: TBD
* Please make an appointment to see me during office hours if you have questions, or just want to chat. I love to work with students and would be delighted to meet with you.
** Email is the most efficient contact method. Please include your full name in all emails.

Course Overview:
Developmental psychopathology posits that it is development itself that has gone awry when there is psychopathology. As such, it seeks to understand the early and multiple factors contributing to psychopathology emerging in childhood and later in life. We will use several models (e.g., ones dominated by biological, genetic, and psychological foci) to understand the roots of mental illness. This course will begin with an overview of the field and foundational concepts, and then move to various foci for understanding maladaptive development (e.g., the role of genes, social influences). It then will examine key domains that serve as risk factors (e.g., temperament) and current research in specific diagnostic areas (e.g., Attention Deficit Hyperactivity Disorder). The course will conclude with a critical examination of the tension between the influence of the psychiatric perspective and a newly emerging research paradigm.

Student Learning Outcomes:
Upon completion of this course, students will be able to:
1) Demonstrate knowledge of the key concepts, assumptions, and principles associated with the developmental psychopathology perspective
2) Employ a broad range of criteria for differentiating between normal and abnormal development in children and youth
3) Identify multiple factors and processes associated with the onset and course of a range of problems and disorders experienced by children and youth
4) Demonstrate knowledge of evidence-based intervention and prevention techniques in treatment of childhood psychological disorders;

Prerequisites:
PSYC 1001 (Introduction to Psychology); PSYC 2280 (Developmental Psychology); PSYC 2620 (Abnormal Behavior)

Required Textbook:


* Additional readings are listed at the end of the syllabus and will be posted on Canvas.
Please monitor Canvas for the most updated list of readings.

Reading Assignments:
All students are expected to read the assigned articles and book chapters prior to class. Assigned readings will be posted on the Canvas Calendar/Syllabus. Please use that as your guide for the assigned articles each week. Each student should come to class prepared to discuss the readings.

Discussion Questions:
Students are expected to read each set of readings prior to each class meeting. For each set of readings, you must post at least 1 question per topic to the Discussion Board on Canvas. Questions for the week’s readings are due no later than Sun. at 5 pm on the week of the class meeting. Questions posted after the deadline will result in point deductions. Keep in mind that the discussion leaders need your questions for their presentations, so out of respect for them I encourage you to be on time with your posts.

Your questions should reflect thoughtful analysis and consideration of the research and theories presented in the readings, and should not be overly vague (e.g., “How do you work with children who are exhibiting tantrum behavior?”), nor limited to details of the article (e.g., “Why didn’t the authors try a different intervention with participant 2?”). A good discussion posting should be analytic, insightful, and critical. It should stimulate further discussion. You might reflect on a connection between the current reading and a previous one, or an experience you’ve had. You may also post a link to a relevant article, blog post, or video, along with a comment about its relevance.

Discussion Leadership:
One or two students will serve as discussion leaders each week. The leaders will be required to present a brief summary and critique of the assigned readings and case study in front of the class, and lead the discussion. The discussion should focus on on how the disorder is expressed, as well as how it is portrayed in society. There should be examples of how information on the problem is portrayed via websites, news articles, television shows, movies or other media either in the U.S. or internationally. Discussion leaders should plan on showing a video clip or website, and discussing the accuracy of the information, who created the information (e.g., scientists, corporation, etc.), who the target audience is, and the impact this example may have on children, youth, and families.

Presenters are expected to meet with me one week prior to the presentation to review supplemental readings and organization of the discussion. Each presentation must be accompanied by an outline or PowerPoint of the class discussion, and should be turned in by 5 pm Monday before the class presentation. Presentations turned in late will result in point deductions.

Class Participation:
This class will be taught in a seminar format. Student participation is essential for creating an enriched learning environment. It is expected that students will actively participate in class discussions on a regular basis. You will be evaluated on the quality of your contributions, based on the following criteria:
• The student demonstrates knowledge and understanding of reading assignments
• The student provides new insight building on the reading assignments
• The student is an active listener, who addresses and integrates comments from classmates
• The student’s comments are relevant and not tangential or ambiguous
• The student is courteous and respectful of classmates during class discussions

Written Assignment #1: “Early Diagnosis”
Provide a thoughtful 2-3-page response to the following question: Should children under the age of two be diagnosed with a mental disorder if they meet diagnostic criteria? This assignment is due Week 5, Oct. 3rd.
A few notes that may be helpful:
- I don’t think there is any one correct answer for this. I just want you to wrestle with the question and provide support for your arguments. It's fine if you don't have a definite "yes" or "no" answer - just be sure to describe your reasoning.
- One thing that makes this type of question tough to answer is that we often have minimal data to guide our thinking. For this exercise it may help to think about what information would be most helpful, and you can discuss how your view would be informed by hypothetical data (i.e., "If we did the appropriate studies and discovered X, then it would argue for / against...").
- It might be helpful to look at some parent and professional blogs and see how their thoughts compare. This is not a requirement, but might help you think about how to answer the question.

Written Assignment #2: “Psychology in the News Project”
Choose a recent news article that discusses or mentions a scientific article or study related to child/adolescent psychopathology or prevention/treatment. Read the news article. Then, carefully read the original scientific article. The mainstream media article must be approved before you write the paper (you can email me your choice). Selections are due Week 8 (Oct. 24th). The New York Times Health section or Times Magazine may be helpful resource for the news article. You can also find something online, though it needs to be more than a brief blurb. The empirical papers can be accessed through the University library electronic system or interlibrary loan (ILL). Write a 2-5 page reflection paper comparing the 2 articles. The reflection should briefly summarize the main points from the news article and from the scientific article; discuss whether you think the news article accurately captures the original scientific article or not (support your opinion); and reflect on what you read. Be creative!

Research Paper
To further the application of your knowledge and understanding of developmental psychopathology, you will be asked to select a disorder and summarize recent research examining a treatment modality/strategy. The paper should present information describing the disorder and emerging treatment research. Papers must be written in accordance with APA 6 style guidelines and should be no longer than 8-10 pages in length. Specific writing guidelines will be handed out and posted on CW. Step 1 is to select a topic of interest and write a brief abstract/summary. This topic proposal is due week 7, Oct. 17th. Step 2 is to create an outline for the paper. This is due Week 10, Nov. 7th. The final paper is due the last class, Dec. 5th.
Attendance:
Students are expected to attend class and arrive on time. One unexcused absence is allowed during the semester. Please email me before the missed class. Additional unexcused absences will be penalized by a reduction of a full letter grade in your final course grade. If you know you will miss at least 2 classes, you should not take this course.

Digital Technology:
Use of digital technology for non-class related purposes is at best distracting and at worst impolite and disrespectful, both to your classmates and the professor. To that end, students are expected to refrain from using phones in any capacity during class. Please turn phones to silent or vibrate during class. If you need to use your phone for any reason, please just leave the classroom. As this is a seminar with no note-taking requirement, I would prefer that students not use laptops or tablets. If you have a specific need to use a laptop/tablet please see me.

General Guidelines for Writing Assignments:
Writing assignments are due in class on the assigned dates. Point deductions for late papers will be calculated as follows: -5 for papers turned in 1-2 days late; -10 for papers turned in 3-6 days late; Papers turned in more than one week past the due date will not be graded (your score will be reduced to 0). To maximize points for written assignments:
  • Turn the paper in on time.
  • Write in a clear, organized manner. Avoid grammatical and spelling errors.
  • Include introductory and concluding paragraphs.
  • Include all required elements in the paper.
  • Keep to the standard page and formatting requirements (i.e., double spaced, 12 font, regular page margins).
  • Turn in a hard copy of your paper in class and post a copy online under the Assignments section of Canvas.

Course grade:
In general, a grade of “C” indicates adequate mastery of the material and merely competent written and oral presentation; a “B” shows additional effort, with full understanding of the research and concepts, clear and well-produced written work and regular class participation; and an “A” is reserved for those students producing superior work, which includes a full comprehension of materials accompanied by thoughtful, well-written papers that go beyond the assignment and exceptional class participation.

Final grades will be computed as follows:
  10%  Participation (In-class)
  10%  Discussion board questions
  20%  Discussion leadership & presentation
  15%  Early Diagnosis Assignment
  15%  Psychology in the News Assignment
  30%  Research paper
  30%  Final Paper
The following grading scale is used: A+: 98-100; A: 94-97.9; A-: 90-93.9; B+: 86-89.9; B: 82-85.9; B-: 79-81.9; C+: 76-78.9; C: 72-75.9; C-: 66-71.9; D: 60-65.9; F: 59.9 and below. Once your final grade has been assigned there will be no changes made except in the case of clerical error. Incompletes will not be given to students who are not passing the course (except in extenuating circumstances, with the approval of your advisor and class dean).

**Honor Code:**
The instructor values The Columbia University Honor Code for the integrity it fosters. All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the [Columbia University Guide to Academic Integrity](#). Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

**Please note:** Students who may require accommodations for a specific disability must notify the Office of Disability Services and should please speak to me by the close of the second class meeting.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TEXTBOOK READING</th>
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<tbody>
<tr>
<td>Week 1: 9/05</td>
<td>Class Introduction</td>
<td>N/A</td>
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<tr>
<td>Week 2: 9/12</td>
<td>Introduction to Developmental Psychopathology</td>
<td>Chap. 1</td>
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<td>Week 3: 9/19</td>
<td>Clinical Assessment &amp; Diagnosis</td>
<td>Chap. 5</td>
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<td>Week 4: 9/26</td>
<td>Risk Factors &amp; Prevention</td>
<td>Chap. 3</td>
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<td>Week 5: 10/03</td>
<td>Anxiety Disorders</td>
<td>Chap. 6</td>
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<td>*Early Diagnosis Assignment Due</td>
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<td>Week 6: 10/10</td>
<td>Mood Disorders</td>
<td>Chap. 7</td>
</tr>
<tr>
<td>Week 7: 10/17</td>
<td>ADHD</td>
<td>Chap. 9</td>
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<td>*Final Paper Topic Proposal Due</td>
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<td>Week 8: 10/24</td>
<td>Conduct Disorders</td>
<td>Chap. 8</td>
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<td>*Psychology in the News Article Selection Due</td>
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<td>Week 9: 10/31</td>
<td>ASD</td>
<td>Chap. 12</td>
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<td>*Psychology in the News Assignment Due</td>
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<td>Week 10: 11/07</td>
<td>Learning Disorders</td>
<td>Chap. 10</td>
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<td>*Final Paper Outline Due</td>
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<td>Week 11: 11/14</td>
<td>Intellectual Disabilities</td>
<td>Chap. 11</td>
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<td>Week 12: 11/21</td>
<td>Health-Related Disorders</td>
<td>Chap. 14</td>
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<td>Week 13: 11/28</td>
<td>NO CLASS - THANKSGIVING</td>
<td>N/A</td>
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<td>Week 14: 12/5</td>
<td>Wrap Up</td>
<td>N/A</td>
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Additional Readings

**Week 1: Course Introduction**
N/A – no readings

**Week 2: Introduction to Developmental Psychopathology: History & Theories**

*Required Readings:*


**Week 3: Clinical Assessment & Diagnosis**

*Required Readings:*


*Supplemental Readings:*


**Week 4: Risk Factors & Prevention**

*Required Readings:*


months post intervention. In Child & Youth Care Forum (Vol. 44, No. 2, pp. 251-276). Springer US.

Supplemental Readings:

Week 5: Anxiety Disorders
Required Readings:


Week 6: Mood Disorders
Required Readings:


Supplemental Readings:
Week 7: ADHD
Required Readings:


Supplemental Readings:

Week 8: ODD & Conduct Disorder
Required Readings:


Week 9: Autism Spectrum Disorders
Required Readings:


Week 10: Learning Disorders
Required Readings:


**Week 11: Intellectual Disabilities**
**Required Readings:**


**Supplemental Readings:**

**Week 12: Health-Related Disorders**
**Required Readings:**


**Supplemental Readings:**