

Developmental Psychopathology
Syllabus, Spring 2020

Lecture: Thursday, 11:00-1:50PM
Room: Science II, 215

Instructor: Kent M. Kawagoe, Ph.D.
Office: Science II, Rm 219
Office Hrs: Thursday, 9:50-10:50; and by appointment.
Phone: 278-2691 or 431-1900 (for urgent matters)

Required Text

- Diagnostic Statistical Manual-V

Other Resources:

Website for the Kauai Study

<http://cyfernet.ces.ncsu.edu/cyfdb/abstracts/abstracts/8440.php>

Website for the National Institute of Mental Health

<http://www.nimh.nih.gov/index.shtml>

NIMH Website for Children and Adolescents

<http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml>

NAMI Website

<http://nami.org/>

Course Overview

This course is designed to provide students with an introduction to childhood psychopathology and clinical diagnoses. Although no course or book can fully prepare students to be clinically competent practitioners, it is hoped that this class will provide students with a foundation on which to recognize and conceptualize developmental psychopathology. Additionally, although this is not a clinical psychotherapy course, we will cover research regarding effective treatment.

Central to your success in meeting the aforementioned objectives will be your active participation in class discussions.

Course Requirements

Grading

Assignments

Comprehensive Exam.....	100
Participation.....	100
Paper/Presentation.....	50+100 = 150

The following scale will be utilized in calculating your grade on the assignments.

350-315 points.....	90% and up.....	A
314-280 points.....	80%	B
279-245 points.....	70%	C
244-210 points.....	60%	D
209-0 points.....	Below 60%.....	Whoops!

Binder.....Pass/Fail

You must have a Passing grade on your binder. If you fail to have an organized binder, your grade will be dropped by one full letter grade.

Comprehensive Examination (A - 4.0. 4.3)

This will consist of essay questions in which students will demonstrate their conceptual understanding of the material covered through the class. The test will consist of vignettes as well as questions regarding theoretical and factual information. The test will be open book, open note, open internet, and closed mouth.

Presentations

Students will select or be assigned a topic in developmental psychopathology, and will be required to provide the class with an in depth examination of this area. The presentation must go beyond the material presented in the DSM-V or covered in lecture, and will require a review of the literature and/or empirical research. The presentation must cover etiology and symptoms, but the focus of your presentation will be on school based intervention and treatment. Vignettes and/or in-class exercises which highlight important points in your presentation are desirable. In order to receive an "A" for the presentation, you must provide an outline of your talk to your fellow students and a vignette or in-class exercise.

Each presentation should be approximately 30 minutes. Moreover, do not present on a subject that you have previously present in other courses. The purpose of the presentation is to learn something new.

Professional behavior will be expected when classmates make their

presentations.

Paper (P, A - 4.3)

Students will be required to write a typed and APA format term paper on the topic that you presented in class. Additionally, students will need to provide each of their classmates with a **hard copy** of this term paper. There is no specified length for the paper, but 5 to 10 pages is a good benchmark. Please include a reference and resources page. If you do not provide a copy of your paper to your classmates by the final period, the grade for your paper cannot exceed "C."

Participation

This will be a lecture heavy course. Therefore, your attendance and active participation will be critical.

There will be multiple opportunities for students to participate in this course:

- 1) (P 4.0, 4.3) Students can bring in real life vignettes which highlight issues being discussed during that lecture period. These vignettes should generate in-class discussion. Additionally, they should be typed, and a copy must be distributed to each classmate. The vignette must be cleared by me before being presented. No formal grade will be assigned to the vignette.
- 2) Your participation in the discussion is important and valuable. It is my experience that varying frames of reference typically facilitate more discussion, and have the potential to provide the group with a new and growth promoting perspective.
- 3) Share an interesting and relevant journal article, and provide a reference and abstract for classmates.

At the end of the semester, students will be asked to assign themselves points based on their self-perceived level of class participation. You will be given a form on which you will place your name, date, points, and comments about how you have participated. The grading scale will range from 0 to 80 points. You will grade yourself based on a standard grading scale. For example, a score of 72 to 80 points would indicate that you believe that your level of participation merits a grade of "A," a score of 64 to 71 points indicates that you believe that your level of participation merits a "B," etc. Note: You cannot give yourself an "A" or "B" without specifying how you have been actively participating in class. If you do not state how you participated, your grade will automatically be dropped to a "C" or lower. If you say nothing during class (i.e., contribute during open discussion), it is my opinion that the highest grade that you can receive is a "C" for participation. Additionally, if you are doing work for another class during our class at any time or chronically behave **unprofessionally** during presentations (e.g., leave early) of your classmates, I will drop your **course grade to an "F."**

Attendance in class is essential. If you miss **more than two** lectures for any reason during the semester, you **cannot receive an "A"** in the course. **Unprofessional behavior** (e.g., chronic tardiness, leaving during presentations, leaving class early, returning late from breaks) will seriously drop your grade in the course. Note: The remaining 20 points for participation will be assigned by me.

It is my expectation that students at the graduate level will participate in a manner that typifies "A" work. Additionally, because you are in control of this portion of your grade, it will be your responsibility to behave ethically in assessing your level of participation. I reserve the right to lower or raise your participation grade in the event that your reported self-perception seems very inaccurate.

Binder Requirement

Students will be required to create a binder in which they store materials from the class. At the end of the semester, students will be required to show me a binder containing the presentations of all of the students. Additionally, the binder should contain all written vignettes from the class and reading outlines.

Cheating Policy

Cheating is bad! If you are caught cheating or plagiarizing, you will receive an "F" for the course. However, expulsion will be considered when offenses are severe (e.g., stealing a test, distributing stolen tests, etc.). Official departmental and university procedure will be followed in addressing offenses.

Schedule and Reading (I – 4.0, 4.3)

- January 23.....First Day of Class; Introduction and Logistics
- January 30.....Theories and Causes. Foundations of Developmental Psychopathology. ACEs and Resilience (Kauai Study)
- February 6.....Theories and Causes. Foundations of Developmental Psychopathology. Psychophysiology of Stress and Disorder.
- February 13.....Diagnosis; Diagnostic Statistical Manual (How to DSM); Assessment and Treatment. DSM-5 (p. 5-24). Clinical Interview. Empirical Model of Psychopathology.
- February 20.....Externalizing Disorders: Attention Deficit/Hyperactivity Disorder; Conduct Disorder; Oppositional Defiant Disorder; Underlying Impulsivity/Delay of Gratification; DSM-5. Student Presentation: School Management/School-based Intervention of ADHD.
- February 27.....Conduct Disorder; Oppositional Defiant Disorder; Other Impulse Disorders. DSM-5. Student Presentation: School-based Intervention for Conduct Disorder (Melissa).
- March 5.....Introduction to Anxiety Disorder.
- March 12.....(P – 6.2, 6.3) Student Presentation: PTSD – School-intervention for On-campus Trauma (e.g., school shooting, natural disaster)(Cheyenne). Student Presentation: School-based considerations for RAD and DSED (Cassidy)
- March 26.....(P – 6.0) Anxiety Disorder (including OCD, OCD, OCD; School Avoidance). DSM-5. Student Presentation: School Phobia and School-based Intervention based on Developmental Level (Mari). Student Presentation: School-based Intervention for Panic Disorder (Estefani).
- April 2.....(P – 6.2, 6.3) Mood Disorder. DSM-5. Dealing with Death on Campus.
- April 9.....Spring Break
- April 16.....c Mood Disorder. Student Prevention: School-based intervention for Suicide Prevention/Response (Jeanette). Problems Related To Physical and Mental Health; Substance Abuse; Eating Disorders. DSM-5. Student Presentation: School-based Programs for Substance Abuse Prevention/Treatment (Allison).
- April 23.....P – 6.2, 6.3) Student Presentation Day. Student Presentation: Anorexia Nervosa vs. Bulimia Nervosa – Academic Consequences and Considerations (Vanessa). Autism; Developmental Disorders; DSM-5. Student presentation: Autism Spectrum Disorder (Raveen). Bullying; Peer Rejection; Student Presentation: School-based Social Skills Intervention for Children with Social Deficits (Kati).; Child Abuse. Trauma and Stressor-related Disorders: Reactive Attachment Disorder & Disinhibited Social Engagement Disorder, PTSD (revisited); Acute Stress Disorder; Adjustment Disorders. Student Presentation: School-based Response and Intervention for Child Abuse (including Mandated Reporting)(Jaspreet).
- April 30..... Childhood On-set Schizophrenia.
- May 7 Final Day of Class/Catch-up/Review. Paper due.
- May 14(A – 6.0, 6.2, 6.3) .Comprehensive Examination; Self-rating for participation).

I reserve the right to change the above schedule as needed.

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities,” You should

Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration) Neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require student to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit: such acts also include assisting another student to do so. Typically, such acts occur in relationship to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain and unearned academic advantage by fraudulent or deceptive means. Plagiarism is the specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University’s policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hours access to a computer workstation and the necessary communication links to the University’s information resources.”

Disruptive Classroom Behavior: “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to the learning environment that respect for the right of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. . . . Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live. . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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