

**Developmental Psychopathology**  
**Psychology 333**  
**Spring 2007**

***Instructor***

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***Prerequisites***

Please note that Introductory Psychology (PSY 101) and Developmental Psychology (PSY 230) are required prerequisites for this course. Transcripts will be required as proof of completion, according to departmental policy.

***Meetings and Format***

We will meet Tuesdays and Thursdays from 11:00 to 12:15 p.m. in Room 105 of the Arts and Letters Building. Course meetings will be primarily lecture format, although there will be occasion for demonstrations, guided discussion and exercises, and video examples of abnormal child behavior and treatment techniques. Material will be presented and discussed in class that is not contained in the textbook or readings. In order to perform well on course exams, it will be necessary to attend lecture diligently.

***Course Description and Learning Objectives***

The course provides an overview of the psychological disorders of children and adolescents, including their diagnosis, etiology, and treatment. Emphasis is on empirical research methods and findings, although case examples and general theoretical perspectives are covered as background.

By the end of the course students should be able to:

1. *Discuss developmental trends in the onset, course, and form of psychopathology in children and adolescents*
2. *Broadly classify abnormal behavior in youth according to categorical and dimensional assessment systems*
3. *Describe the diathesis-stress model of psychopathology and apply this general conceptual framework to the major psychological disorders of children and adolescents*
4. *Define “evidence-based treatment” in youth mental health and evaluate whether specific therapies meet these criteria for scientific support*

***Required Reading***

The required textbook for this class is:

Mash, E. J., & Wolfe, D. A. (2007). *Abnormal child psychology* (3rd ed). Belmont, CA: Thomson Wadsworth.

There are several published versions of this text, including an edition published in 2005 that appears almost identical on the cover. Please check your book carefully to make sure you have the third edition published in 2007. There are important differences in content between editions.

Handouts and review articles will be used occasionally to supplement textbook readings. These materials will be distributed in lecture, except for two articles that should be read in advance of lecture in the last week of the semester (see *Course Schedule*). Citations for these articles appear below. Both will be available at the reserve desk of the library by the second week of class.

Olds, D. L., Hill, P. L., O'Brien, R., Racine, D., & Moritz, P. (2003). Taking preventive intervention to scale: The nurse-family partnership. *Cognitive and Behavioral Practice, 10*, 278-290.

Weersing, V. R. (2005). Benchmarking the effectiveness of psychotherapy: Program evaluation as a component of evidence-based practice. *Journal of the American Academy of Child and Adolescent Psychiatry, 44*, 1058-1062.

There may be minor changes to the schedule and content of readings in this course, as additional scientific data is published in the youth mental health literature. Any changes that impact exam date or content will be announced at least one week prior to the administration of the exam.

### **Grading**

The final grade in this course will be based on exam performance. Up to 400 points may be earned on exams, and opportunities will be given to earn 20 additional extra credit points.

1. *Exams (400 points)*. Five exams will be given in this course, including a cumulative final exam. Each exam, including the final, will be worth 100 points, and the final grade will be based on the best four exam scores. Exams will be primarily multiple choice format.
2. *Extra credit (20 points)*. Each exam will contain between one and four extra credit questions, worth up to a total of 4 points per exam. You may earn a maximum of 20 points extra credit, if you correctly answer all extra credit items on all five exams.

Letter grades will be assigned to point totals to determine final course grade, as below:

<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>
93.3%	90.0%	86.6%	83.3%	80.0%	76.6%	73.3%	70.0%	66.6%	63.3%	60.0%	<i>Below 59.9%</i>

### **Exam Procedures**

*Review sessions.* Short exam review sessions will be conducted in class on the meeting immediately prior to each exam date. Exams have been scheduled for Tuesdays in order to allow time to study over the weekend following the exam review session and for individual help to be sought during my office hours on Thursdays.

*Materials.* You will need to purchase the red ParSCORE test form in order to answer multiple choice questions on exams. Please also remember to bring a #2 pencil. Paper will be provided for any short answer exam or extra-credit questions.

*Use of notes.* Exams will be closed-book and closed-notes for their duration. Laptops, cell phones, and electronic devices must be off and stowed during the exam. If you need to ask a clarification question during the exam, please stay in your seat, raise your hand, and I will come to your seat to assist you.

*Plagiarism / cheating.* Plagiarism is defined at SDSU as “the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting

same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source." Cheating on an exam "counts" as plagiarism. If you cheat on an exam, you will receive 0 points for that exam, and you will forfeit the opportunity to complete any extra credit items on that exam. The SDSU Office of Judicial Affairs will be consulted in cases of cheating, and disciplinary action may be taken that may result in failure of this course or suspension or expulsion from the university.

*Challenges to exam grades.* If you believe there was a clerical error in scoring your exam, you must report this problem within two weeks of the exam in order to request a rescoring. Similarly, if you believe the stated answer to an exam question is incorrect, you must register a challenge to this question within two weeks, and you must provide written, empirical evidence supporting your challenge. Empirical evidence includes citation from the textbook (with page and paragraph number) or data from a published empirical article in a peer-reviewed psychology journal. Note that I may disagree with your interpretation of the evidence.

### ***General Course Policies***

In addition to exam policies and procedures, the following general rules apply to this class:

*Confidentiality and respect.* This course focuses on the scientific discussion of ethically sensitive material. All data presented on example cases has been collected in accordance with relevant international and federal law and the ethical principles of the American Psychological Association (e.g., by seeking consent from research participants, changing or removing personally identifying information, etc.). In this course, we will strive to treat these data with respect in our discussion and analysis. In addition, students are expected to respect each other and the learning environment by refraining from conversation or non-course related activity during class (e.g., checking email). Please turn off all cell phones, pagers, and electronic communication programs on laptops during class.

*Empiricism.* As mentioned previously, this course is a scientific examination of youth psychopathology and treatment. Many individuals have friend, family, or personal experience with emotional and behavioral difficulties and the mental health system. This experience may provide the inspiration for taking this class or (usefully) be the basis of general questions and hypotheses you pose to the class. However, the goal of this course is not to provide a venue for processing personal experiences in a public forum. Please contact me individually if course content is personally upsetting, and if you would like additional information about psychological services available at SDSU or in the community.

## *Course Schedule*

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>
1	1/18	Overview of course and content	Chapter 1
2	1/23	What is abnormal behavior in youth?	Chapter 1, 2
	1/25	Research methods in developmental psychopathology	Chapter 3
3	1/30	Assessment and diagnosis	Chapter 4 (pp. 73-97)
	2/1	Evidence-based treatment / exam review	Chapter 4 (pp. 98-107)
<b>4</b>	<b>2/6</b>	<b>EXAM 1</b>	
	2/8	ADHD	Chapter 5
5	2/13	ADHD	Chapter 5
	2/15	Conduct problems	Chapter 6
6	2/20	Conduct problems	Chapter 6
	2/22	Substance abuse / exam review	Chapter 12 (pp. 370-375)
<b>7</b>	<b>2/27</b>	<b>EXAM 2</b>	
	3/1	Anxiety disorders	Chapter 7
8	3/6	Anxiety disorders	Chapter 7
	3/8	PTSD and sexual abuse	Chapter 14 (pp. 433-434)
9	3/13	Depression	Chapter 8 (pp. 220-247)
	3/15	Depression	Chapter 8 (pp. 220-247)
10	3/20	Bipolar disorder and suicidality / exam review	Chapter 8 (pp. 248-252)
	<b>3/22</b>	<b>EXAM 3</b>	

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading</i>
11	3/27	SPRING BREAK	-----
	3/29	SPRING BREAK	-----
12	4/3	Mental retardation	Chapter 9
	4/5	Autism and pervasive developmental disorders	Chapter 10 (pp. 283-310)
13	4/10	Autism and pervasive developmental disorders	Chapter 10 (pp. 283-310)
	4/12	Learning disabilities / exam review	Chapter 11
<b>14</b>	<b>4/17</b>	<b>EXAM 4</b>	
	4/19	Eating disorders	Chapter 13
15	4/24	Health-related disorders	Chapter 12 (pp. 345-369)
	4/26	Child maltreatment and non-accidental trauma	Chapter 14
16	5/1	Prevention of psychopathology in youth	Olds et al. (2003)
	5/3	Improving youth mental health service systems	Weersing (2005)
17	5/8	Development beyond childhood / exam review	
	<b>5/10</b>	<b>FINAL EXAM 10:30 a.m. – 12:30 p.m.</b>	