PSY 480/580
Development & Psychopathology
Winter 2024

Class times: Tuesdays & Thursdays 4:00 – 5:20 PM
Class location: 242 Gerlinger Hall

CRNs: 26050 (480); 26060 (580)

Instructor
Dr. Michelle Fenesy
Pronouns: she/her/hers
Email: mfenesy@uoregon.edu
Office Hours: Wednesdays 12:00-2:00 PM; Or by appointment
Straub 194 (Enter through Psychology Clinic on 15th)

Graduate Employee
Madeleine (Maddie) Goldberg
Pronouns: she/her/hers
mgoldber@uoregon.edu
Office Hours: Tuesdays 12:00-2:00 PM
123 LISB (or email to request to meet via Zoom during office hours)

OVERVIEW

COURSE DESCRIPTION
In this course, we will explore the relatively young field of developmental psychopathology. We will read and discuss scholarly writings, primarily in the form of integrative reviews, focused on behavioral and mental health problems in childhood and adolescence, and the multitude of risk and protective factors that influence child development for better and for worse. We will consider questions about diagnostic classification (i.e., categorical versus newer dimensional frameworks) for understanding psychopathology that emerges in childhood and adolescence. We also will read about and discuss effective psychological interventions for some of these behavioral and mental health problems in childhood and adolescence.

LEARNING OBJECTIVES
1. To understand the core principles of developmental psychopathology as a scientific discipline
2. To develop an understanding of atypical development and its impacts on behavioral and mental health in childhood and adolescence
3. To explore psychobiological vulnerabilities and risk factors for several behavioral and mental health problems in childhood and adolescence
4. To explore protective factors in individuals, their families, and communities that prevent psychopathology
5. To develop skills in reading and evaluating integrative research reviews and evidence-based clinical interventions
STUDENT WORKLOAD
When you complete this course, you will have earned 4 credits toward your degree. Four credits are the equivalent of 120 hours of work across the term. Along with the hours spent each week in lectures and class discussions, you should plan to spend the 6-9 additional hours each week completing assignments and engaging with course material. This will include reading the text and articles, completing reading summaries, and completing reading quizzes (about 40-60 hours). Studying for exams will also take time (about 20 hours).

COURSE READINGS
Textbook:

We will read several chapters from this book. The ebook version is available through the UO Library at no cost, at:
https://ebookcentral.proquest.com/lib/uoregon/detail.action?docID=7104468&pq-origsite=primo

Any other course readings will be available through Canvas. The lectures and class discussions are generally coordinated with the readings throughout the term. Some of the material will be covered in both readings and class, but some of the material in the reading will not be discussed in class and new material not covered in the reading may also be presented during class time.

CONTENT NOTIFICATION
There will be times when we focus on topics in class that can elicit a strong emotional response based on your history, experiences, identities, and other factors. The topics include mental health diagnoses, childhood maltreatment, trauma, poverty, racism, eating disorders, and substance use. Please take care of yourself as you engage with this material and be sure to seek out support as needed, which may include campus resources such as University Counseling Services.

ASSIGNMENTS AND GRADING
(see pages 11-13 for Course Schedule)

The material in class presentations will not directly parallel the material in the assigned readings, but the topics we cover in class will build on the readings. Thus, all assigned chapters/articles should be read before class, as they will give you a solid framework to understand the lecture material. During class, I strongly encourage discussion and questions; this sort of active engagement with the material not only makes the class more enjoyable, but it also facilitates learning.

ASSIGNMENTS

1) Reading Summaries (15% of final grade)

To help you more effectively learn and reflect on the course readings, and get more out of class discussions, you will complete a reading summary for 5 key readings that are indicated in *italics* on the syllabus. You can refer to the specific Reading Summary & Grading Rubric posted in the Canvas Course Information module. The document explains how to construct a Reading Summary (RS) and provides the
rubric. RS for Tuesday course readings will be due on Mondays at 10:00 PM as electronic copies submitted on Canvas. RS for Thursday course readings will be due on Wednesdays at 10:00 PM as electronic copies submitted on canvas.

- Your first RS is due tomorrow, Wednesday January 10th at 10:00 PM.
- Please submit your RS due for each class with these file naming conventions: ‘ClassWeek#.Article Author last name.Your last name’.
- **Note:** You can turn in **ONE** Reading Summary late during the quarter. The final deadline to turn in a late Reading Summary will be Thursday, March 14th at 10:00 PM.
  - Submit the late Reading Summary to the corresponding Canvas assignment
  - Also, please email me at mfenesy@uoregon.edu and the GE at mgoldber@uoregon.edu indicating the week and title of the Reading Summary when you make a late submission. That way we will not miss it.

When giving feedback on assignments, we will do so in Canvas, and turnaround time for feedback is generally one week.

2) **At-Home Reading Quizzes (15% of final grade)** To help you more effectively learn and reflect on the course readings, and get more out of class discussions, you will complete an **At-Home Reading Quiz** for each of the assigned readings that do not require a reading summary. These quizzes will be open-book and draw directly from the assigned reading(s). Although you can use the readings while completing the quizzes, you may **NOT** communicate with others while completing the quizzes. **Reading Quizzes for Tuesday course readings will be due on Mondays at 10:00 PM and will be completed on Canvas. Reading Quizzes for Thursday course readings will be due on Wednesdays at 10:00 PM and will be completed on Canvas.**

- Each quiz will consist of 4 multiple choice items worth 0.25 points each for a total of 1 point possible per reading quiz.

- **There are some days when two readings are assigned. For those days, you will need to complete TWO Reading Quizzes by the day before at 10:00 PM** (you will see two separate Reading Quizzes in the Canvas Module for such dates). Days with two assigned readings are indicated by this symbol * on the course schedule.

- **There is one date (02/29/2024) when one Reading Quiz AND one Reading Summary are assigned. For these days, you will need to complete the Reading Quiz AND submit the Reading Summary the day before by 10:00 PM.** These days are marked with ** on the course schedule.

- **Your first Reading Quiz must be completed by Monday January 15th at 10:00 PM.**

- **Note:** You can complete ONE Reading Quiz late during the quarter. The final deadline to complete a late reading quiz will be Thursday, March 14th by 10:00 PM.
  - Complete the late Reading Quiz in Canvas
Also, please email me at mfenesy@uoregon.edu and the GE at mgoldber@uoregon.edu indicating which quiz you completed late when you complete a quiz after the deadline. That way we will not miss it.

3) In-Class Group Participation (20% of final grade)*

Working with others is an important skill for individuals working in clinical psychology, both in research and clinical contexts. For example, someone who works with youth with behavioral and emotional problems must also work with caregivers and many other professionals including clinicians, teachers, social workers, case-workers, medical providers, etc. Thus, on the first day of the course, you will be assigned to a team that will work together for the duration of the class. Your final grade will be influenced by individual performance and team-based assignments completed during class time.

Students enrolled in this course will have different academic, professional, and personal backgrounds that will enrich our class discussions. Positive class participation consists of attending class prepared to engage in discussion of the readings and lecture topics, share insights, and contribute to a collaborative learning environment. Thus, the focus here is on intellectual engagement that is respectful of diverse experiences and perspectives in the course material and among all of us, particularly as we discuss potentially sensitive topics.

3A) Group participation activities (10% of total grade): There will be 12 graded in-class group activities. To receive credit for these activities, students must be present. You can miss TWO group activities without it affecting your grade.

3B) Team member evaluation (10% of total grade): Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the quarter, and the final evaluation will be part of your grade. Mid-term (formative) feedback will be due Friday, February 9th by 2:00 PM and will be used to provide you with anonymous feedback regarding your performance. Final (summative) feedback will be due on Thursday, March 14th at 10:00 PM and will be worth 5%. The final 5% of this grade will be earned by providing feedback to your peers. In other words, submitting feedback is worth 2.5% of your grade at each assessment point (mid-term and final).

*NOTE: If you were to miss all in-class group activities and therefore not complete or receive feedback from team members as well, the best possible percentage you could earn in the class is 80% (B-).

4) Exams (50% of final grade)

You will complete two exams in this course. The exams will be administered in the classroom and will take place on Tuesday, February 13th (Week 6) and Wednesday, March 20th (Finals Week). Both Exams will draw from material covered in lectures and readings. Exams will NOT be cumulative. Exam questions are designed with a mix of multiple choice and short answer/essay questions. Make sure that you read the entire question, and all response options, carefully, and respond to all parts of the questions. Students must answer from memory and cannot use notes, outlines, papers, etc. Exams are designed to
take about 60 minutes. For Exam 1, you will have the full 80-minute class period to complete the exam. For Exam 2, which is scheduled during finals week, you will have two hours to complete the exam.

NOTE: Students who experience extenuating circumstances at the time of an exam can make alternative arrangements before the exam. Only one alternative day and time will be offered for all students who need to complete a make-up exam. The make-up exam may be all short-answer and essay questions.

5) PSY 580 Graduate Students ONLY – Critical Research Essay (20% of Final Grade)

An important goal of this course is to further develop your ability to understand and evaluate the developmental psychopathology (DP) research that we focus on in this course. To that effect, you will write a research paper that critically discusses a debate regarding a child or adolescent disorder, diagnosis, or DP dimension of interest to you. You may choose to delve more deeply into a topic we will be discussing in class, but you are not limited to these. Your paper should be concise, at 5-7 double-spaced pages in length, and draw from at least 10 peer-reviewed sources. In this essay you will:

1. Present a topic and explain why it is interesting and important
2. Present a debate in the field related to this topic
3. Summarize the research that addresses this debate and discuss which side the findings support and why
4. Present one counter argument the other side (of the debate) uses (or would or could use) to account for or interpret the findings (e.g., an alternate explanation for the findings)
5. Conclusion (this should include your own opinion too)

The essay should include a title page with your name, and a list of references (cited in text using APA-style) which are not included in the total page count. No abstract or running head is necessary. Your research essay will be worth 20% of your overall grade, and it is due on Thursday, March 14th at 10:00 PM as an electronic copy submitted on Canvas. Late essays will be penalized one letter grade per day in fairness to students who submit their essay on time.

- A short outline (1-page) is due online on Canvas Thursday, February 29th at 10:00 pm. In this outline, summarize the DP topic of interest for your paper. Include 4 sections: 1. Why is the DP topic interesting and/or important? 2. What is the debate? 3. List 3 of the 10+ research articles you will include. 4. What work remains to be completed? The outline will be worth 10% of your paper grade. This earlier deadline for work-in-progress gives you time to develop your ideas and avoid last minute writer’s block before the paper is due.

See this resource for APA Format Guidelines:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

6) Extra Credit

There will be two opportunities to earn extra credit. You can earn 0.5 points extra credit if at least 85% of the class completes the midway student experience survey. You can earn another 1-point extra credit if at least 85% of the class completes the end-of-term student experience survey.
GRADING

15%  Reading Summaries (5 RSs; 3 points each)
15%  Reading Quizzes (15 at-home reading quizzes; 1 point each)
10%  Group Participation (10 in-class group activities; 1 point each)
10%  Team Member Evaluation (5 points for providing feedback; 5 points for final feedback from group)
25%  Exam 1 (25 points)
25%  Exam 2 (25 points)

100%  Total

The Psychology Department has a description of the achievement that each grade signifies: https://psychology.uoregon.edu/undergraduates/academics/grading-standards

Grades will be distributed as follows:

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<td>F</td>
<td>D-</td>
<td>D</td>
<td>D+</td>
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<td>&lt;59.5</td>
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<td></td>
<td>89.5-</td>
<td>92.5-</td>
<td>95+</td>
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For those taking the class pass/fail your grade must be ≥ 70% to receive a P.

COURSE POLICIES

COURSE MODALITY
This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in 242 Gerlinger Hall. I will accommodate absences as described in the “Absences” policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

ABSENCES
Class attendance will not be taken; however, attendance is strongly encouraged. Exam material is frequently covered verbally in class presentations and may not be explicitly noted in the presentation slides (which will be posted to Canvas by the end of the week). Therefore, the practice of taking notes on key concepts or information presented during class (including videos) and following up with questions about points you find unclear will likely improve your exam performance. There will also be many in-class activities that cannot be completed if a student decides to not attend class. Furthermore, the most enjoyable courses are certainly those in which everyone comes to class well prepared and makes thoughtful contributions to the discussion.

We know our UO community is still navigating COVID-19, and some students will need to isolate and rest if they are sick. To account for the fact that you may need to miss class due to illness, you can miss TWO in-class group assignments. You can also turn in ONE Reading Summary and complete ONE Reading
Quiz late during the quarter (see above for details regarding these assignments). The final deadline to turn a late Reading Summary and complete a late Reading Quiz will be Thursday, March 14th at 10:00 PM.

Your success is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

LECTURE RECORDINGS
Capturing what happens during our live meetings is a way to take care of one another in our COVID context and help all students deepen learning. I will make a recording of class content so that students who must miss will have a resource to refer to, and students who attended will have a resource to go back to and strengthen their learning. The recordings will be posted in weekly Canvas modules. As recording our time together can sometimes change how students feel about participation, I will let you know when we are recording. Additionally, the recordings will only capture the lecture portion of the class. The in-class group work and discussion component of the group work will NOT be recorded in order to encourage attendance and foster participation. Federal privacy law (FERPA) restricts the sharing of recordings that identify students outside this class. Please note that recording or sharing the recordings I make without written permission from me is also a violation of the Student Conduct Code.

CONDUCT
My goal is to create a learning environment that is accessible and welcoming to all kinds of diverse identities, backgrounds, and beliefs, including but not limited to race, ethnicity, gender identity, sexual orientation, ability, age, socioeconomic status, religion, language, and culture. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics. You may always contact me with any suggestions or concerns related to inclusivity.

As we gather for in person learning during this challenging time, it is important that we work together and build on our strengths. There may be a range of feelings about and comfort with being in person, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Be patient with your classmates and be open to their helpful insights that can maximize your learning.

COMMUNICATION
How will we communicate with you?
Our class will communicate through our Canvas site. Announcements are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

• When we need to get in touch with individual students, we will do so through email.

• Grades and any feedback on assignments will be posted to Canvas, and the turnaround time is generally one week.

How can you communicate with us?

• The best way to communicate with me and the GE is through email. Treat email as professional correspondence -- include a salutation (e.g., “Dear Dr. Fenesy” or “Dear Professor Fenesy”), brief
message in complete sentences, and sign-off with your name (e.g., “Sincerely, Star Student”). We will do our best to respond to email within 48 hours. Please include “PSY 480” or “PSY 580” in the subject line of your emails to help us keep track of them.

• We also encourage you to attend office hours to speak with us.

**Why should you reach out to me?**

• Talking with students about our course material is a true pleasure – confused or exciting about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take at UO? Please be in touch! All of these are great reasons to visit our office hours or set up an appointment.

• Please also be in touch to tell me how you are doing in the course. If you are having trouble with some aspect of it, I would like to strategize with you. The earlier you approach me to discuss any difficulties the better. I believe every student can succeed in this course, and I care about your success.

**EQUITABLE PARTICIPATION**

I use a variety of approaches to encourage lecture participation from students with varied learning styles and viewpoints. You can help promote equity in class discussions by: 1) participating in lectures, and 2) being mindful of your own “air time” relative to that of other students. If you notice that you are dominating the conversation in class discussions or during group work, try waiting longer than you usually would to raise your hand or speak – it will encourage other students to contribute.

**GRADE POLICIES**

**There are no re-grades** for this course because there are systematic inequities in who is likely to request regrades, we don’t have the capacity to regrade for multiple students and regrades almost never result in a grade improvement. That said, you are encouraged to discuss your work in this course with me and/or the GE; we can help you generate ideas for how to improve your performance on future assignments.

**ARTIFICIAL INTELLIGENCE USE**

All work you submit for this course toward completion of course requirements must be your original work done specifically for this course and without substantive assistance from others, including artificial intelligence systems (e.g., ChatGPT). Work you’ve completed for previous courses or are developing for other courses this term should not be submitted for this course. Please note that your work may be submitted to plagiarism detection tools to ensure all work is original. In accordance with UO policy, if I believe you’ve handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

**TECHNICAL REQUIREMENTS**

Canvas is the place to go for course information outside of class time. To access our course Canvas site, log into [canvas.uoregon.edu](http://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](http://Canvas support page). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](http://live chat on the Live Help webpage).
REQUESTS FOR LETTERS OF RECOMMENDATION
I am sometimes asked to write letters of recommendation for students’ applications to graduate schools, scholarships, study abroad programs, and other programs. Although a strong letter of recommendation can strengthen an application, a generic or average letter of recommendation can hurt your application. In general, it can be difficult to write strong letters of recommendations for students with whom I’ve had limited interactions with during a single quarter. That is because it is important that I know you, have a sense of your strengths, and accumulate stories of your successes to brag sufficiently about you in a letter. Doing well in this course is necessary, but not sufficient, for me to write a strong letter of recommendation, and your course performance should not be the only basis for my evaluation. If you think you might want a letter from me, then keep track of your accomplishments in this course and help me get to know you as an individual (e.g., by attending office hours on a regular basis).

ACCESS AND ACCOMMODATIONS
Please notify me during the first week of term if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center: 541-346-1155 | uoae@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology. If you have a documented disability, please ask the AEC to send a letter verifying your disability. With advance planning, adjustments are relatively straightforward. Adjustments at the last minute can be problematic and sometimes are not possible.

UNIVERSITY POLICIES & RESOURCES

ACCOMODATIONS FOR RELIGIOUS OBSERVANCES
The University of Oregon respects the right of all students to observe their religious holidays and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request fillable PDF form and send it to me within the first weeks of the course so we can make arrangements in advance.

WELL-BEING
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or need help navigating challenges in their lives. These experiences can sometimes interfere with your performance in courses and impact your functioning in other areas of your life (e.g., relationships). If you’re facing such challenges, you don’t need to handle them on your own – there’s help and support on campus. As your instructor, if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you if you do not wish to share them. I can still let you know I care and help you connect with the appropriate resources for support. Getting help is a courageous thing to do – for yourself and those you care about.

- University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor; peerhealth@uoregon.edu) and get help from one of the specially trained Peer Wellness Advocates.
• University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. These services are yours to utilize—the service is covered by your tuition and fees. You do not have to wait until you experience a major struggle to meet with the staff at UCS. They can help provide support and strategies if you anticipate any personal or academic difficulties during the year. Anytime UCS is closed, the after-hours support and crisis line is available: 541-346-3227.

• Contact information for additional mental health resources:
  - CAHOOTS Mobile Crisis Services at 541-682-5111 (Eugene) and 541-726-3714 (Springfield)
  - Womenspace services for survivors of domestic and sexual violence at 541-485-6513
  - National Suicide Prevention Lifeline at 988

**BASIC NEEDS**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support. This [UO Basic Needs Resource Guide webpage](#) includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

**RESPECT FOR DIVERSITY**
You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, abilities, and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Please note, class rosters are provided to instructors with students’ legal names. Let me know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

**ACADEMIC INTEGRITY**
The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the
students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the Libraries’ Citation and Plagiarism page.

LIBRARY SERVICES
UO Libraries has subscriptions to psychology research databases, including PsycNet and Pubmed, that you can use to find original research articles. UO Libraries also provides access to the DSM-5-TR (Diagnostic and Statistical Manual of Mental Disorders), the Publication Manual of the American Psychological Association (APA Style Guide), and ebooks on graduate training in psychology. Have a library resource question? You can Ask a Librarian by chat, email, phone, or text.

MANDATORY REPORTER STATUS
We are assisting employees. For information about our reporting obligations as employees, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO’s How to Get Support webpage.

We are also mandatory reporters of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

INCLEMENT WEATHER
It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

COURSE SCHEDULE

This outline is tentative, and there may be changes during the quarter. If any updates are made, I will announce them on Canvas. Note. B&H = Beauchaine & Hinshaw textbook, and chapter #’s are drawn from the pdf version.

*Indicates that you will need to complete TWO Reading Quizzes by 10:00 PM the day before as there are two assigned readings

**Indicates that you will need to complete ONE Reading Quiz & ONE Reading Summary by 10:00 PM the day before as there are two assigned readings, one of which requires a reading summary

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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC AND READING</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>01/09/24</td>
<td>Course Introduction and Overview</td>
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<tr>
<td></td>
<td>01/11/24</td>
<td>Core Principles in Developmental Psychopathology (DP)</td>
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<tr>
<td></td>
<td></td>
<td>• Read: Syllabus</td>
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<td>• Read: Guide to Reading Summaries</td>
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<td>• Read: B&amp;H Ch. 1 (Hinshaw)</td>
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<td>• Reading Summary: B&amp;H Ch. 1 (Hinshaw) due Wednesday, 01/10/2024 by 10:00 PM</td>
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<tr>
<td>Week 2</td>
<td>01/16/24</td>
<td><strong>UO Closed Due to Severe Weather</strong> - Class Canceled</td>
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| 01/18/24 | **Risk and Resilience Processes in DP**  
- Read: B&H Ch. 4 (Compas et al.)  
- **Reading Quiz**: B&H Ch. 4 (Compass et al.) due Tuesday, 02/13/2024 at 4:00 PM  
  - Deadline extended until Tuesday, 02/13/2024 at 4:00 PM because of weather disruption.  
  - Complete under **Week 2 Module of Canvas** |

| Week 3 01/23/24 | **Externalizing Disorders I: Attention-Deficit/Hyperactivity Disorder**  
- Read: B&H Ch. 13 (Nigg)  
- **Reading Summary**: B&H Ch. 13 (Nigg) due Tuesday, 02/13/2024 at 4:00 PM  
  - Deadline extended until Tuesday, 02/13/2024 at 4:00 PM because of weather disruption.  
  - Submit under **Week 2 Module of Canvas** |
| 01/25/24 | **Externalizing Disorders II: Oppositional Defiant & Conduct Disorders**  
- Read: B&H Ch. 14 (Lahey & Waldman)  
- **Reading Quiz**: B&H Ch. 14 (Lahey & Waldman) due Tuesday, 02/13/2024 at 4:00 PM  
  - Deadline extended until Tuesday, 02/13/2024 at 4:00 PM because of weather disruption.  
  - Complete under **Week 3 Module of Canvas** |

| Week 4 01/30/24* | **Interventions for Externalizing Disorders**  
- Read: Zisser-Nathenson et al., 2017  
- Read: Campbell et al., 2023  
- **Reading Quiz**: Zisser-Nathenson et al., 2017 due Monday, 01/29/2024 by 10:00 PM  
- **Reading Quiz**: Campbell et al., 2023 due Monday 01/29/2024 by 10:00 PM |
| 02/01/24 | **Internalizing Disorders I: Anxiety Disorders**  
- Read: B&H Ch. 16 (Weems & Silverman)  
- **Reading Summary**: B&H Ch. 16 (Weems & Silverman) due Wednesday, 01/31/2024 by 10:00 PM |

| Week 5 02/06/24 | **Internalizing Disorders II: Obsessive-Compulsive & Related Disorders**  
- Read: B&H Ch. 17 (Ricketts et al.)  
- **Reading Quiz**: B&H Ch. 17 (Ricketts et al.) due Monday, 02/05/2024 by 10:00 PM |
| 02/08/24 | **Internalizing Disorders III: Depressive Disorders**  
- Read: B&H Ch. 18 (Klein et al.)  
- **Reading Quiz**: B&H Ch. 18 (Klein et al.) due Wednesday, 02/07/2024 by 10:00 PM  
- Mid-term Group Feedback: due Friday, 02/09/2024 by 2:00 PM |

| Week 6 02/13/24 | **Exam 1 – In class** |
| 02/15/24* | **Effective Interventions for Internalizing Disorders**  
- Read: Spirito et al., 2012 CBT  
- Read: Huey et al., 2023  
- **Reading Quiz**: Spirito et al., 2012 due Wednesday, 02/14/2024 by 10:00 PM  
- **Reading Quiz**: Huey et al., 2023 due Wednesday, 02/14/2024 by 10:00 PM |
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| 7    | 02/20/24 | **Systems for Understanding DP: Diagnostic Classification (DSM) versus Dimensional (RDoC) Models**  
* Read: B&H Ch. 2 (Beauchaine & Klein)  
* Reading Summary: B&H Ch. 2 (Beauchaine & Klein) due Monday, 02/19/2024 by 10:00 PM |
|      | 02/22/24 | Intra-personal dimensions of vulnerability to DP: Behavioral impulsivity, inhibition, & emotion dysregulation*  
* Read: B&H Ch. 6 (Neuhaus & Beauchaine)  
* Read: B&H Ch. 7 (Kagan)  
* Reading Quiz: B&H Ch. 6 (Neuhaus & Beauchaine) due Wednesday, 02/21/2024 by 10:00 PM  
* Reading Quiz: B&H Ch. 7 (Kagan) due Wednesday, 02/21/2024 by 10:00 PM |
| 8    | 02/27/24 | Inter-personal / contextual dimensions of vulnerability to DP: Child maltreatment, poverty & racism  
* Read: B&H Ch. 5 (Jaffe)  
* Reading Quiz: B&H Ch. 5 (Jaffe) due Monday, 02/26/2024 by 10:00 PM |
|      | 02/29/24 **Continued**  
• Read: Blair & Raver, 2012  
• Read: Shonkoff et al., 2021  
• Reading Quiz: Blair & Raver, 2012 due Wednesday, 02/28/2024 by 10:00 PM  
• Reading Summary: Shonkoff et al., 2021 due Wednesday, 02/28/2024 by 10:00 PM  
• 580 Students ONLY - Essay Outline: due Thursday, 02/29/2024 by 10:00 PM |
| 9    | 03/05/24 | Autism Spectrum Disorders  
* Read: B&H Ch. 22 (Faja & Dawson)  
* Reading Quiz: B&H Ch. 22 (Faja & Dawson) due Monday, 03/04/2024 by 10:00 PM |
|      | 03/07/24 | Eating Disorders  
* Read: B&H Ch. 24 (Stice & Linville)  
* Reading Quiz: B&H Ch. 24 (Stice & Linville) due Wednesday, 03/06/2024 by 10:00 PM |
| 10   | 03/12/24 | Substance Use Disorders  
* Read: B&H Ch. 15 (Brown et al.)  
* Reading Quiz: B&H Ch. 15 (Brown et al.) due Monday, 03/11/2024 by 10:00 PM |
|      | 03/14/24 | Optional In-Class Review Session led by GE. (Will be posted on CAVAS)  
Important Deadlines for Today:  
• Final Group Feedback: due Thursday, 03/14/2024 by 10:00 PM  
• ONE Late Reading Summary Submission (if needed): due Thursday, 03/14/2024 by 10:00 PM  
• ONE Late Reading Quiz completion (if needed): due Thursday, 03/14/2024 by 10:00 PM  
• 580 Students ONLY – Essay: due Thursday, 03/14/2024 by 10:00 PM |
| Finals Week | 03/20/24 (Wed.) | Exam 2 – In classroom at 12:30 PM (Wednesday, 03/20/2024) |