

HDE 130: DEVELOPMENTAL PSYCHOPATHOLOGY (FALL 2023)

Lecture: Tuesday & Thursday in Teaching & Learning Complex (TLC) 1214 from 3:10–4:30 PM

Discussion: Wednesday A01 5:10–6 PM in 1130 Hart; A02 6:10–7 PM & A03 7:10–8 PM in 244 Olson

Instructor Contact Information

Instructor: Daniel Choe, Ph.D.

Email: danchoe@ucdavis.edu

Office Hours: Wednesday & Friday 2–3 PM

Schedule your 10-minute office hour appointments here: <https://calendly.com/dchoe/hde130>

Graduate Instructor: Joseph Venticinque, B.A.

Email: jventicinque@ucdavis.edu

Office Hours: Wednesdays 12–2pm

Schedule your 15-minute office hour appointments here: https://calendly.com/jventicinque_hde130

Email Policy: Write “HDE 130” in the subject line. Please limit your emails to personal issues (e.g., extenuating circumstances). I will try to respond to emails within 24 hours during the work week within business hours. Post all other questions on Piazza in Canvas so we can share answers with all students.

Course Learning Objectives

This course covers foundational principles and current issues in *developmental psychopathology*, the study of mental health problems that originate in childhood and adolescence. We will cover disruptive behavior disorders, attention-deficit/hyperactivity disorder, mood disorders, anxiety disorders, substance use disorders, and the contexts in which these disorders develop (e.g., maltreatment, poverty). 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.

Lectures primarily focus on theoretical and empirical evidence of *typical* and *atypical* development following major sections of the course textbook. We will also have active-learning exercises that require teamwork, communication, and critical thinking skills to take advantage of our “smart” classroom. Discussion sections offer students opportunities to delve deeper into course material and communicate their understanding of course content through dialogue and activities with their peers.

Students who complete this course will be able to: 1) demonstrate an understanding of fundamental theories related to human development and psychopathology; 2) clearly communicate human development and course concepts in writing and in speech; and 3) understand how development and psychopathology occur within contexts (e.g., family, cultural, historical). Learning objectives will be assessed with a final paper, weekly quizzes, in-class and discussion activities. As part of enrolling in this course, you are expected to attend all lectures and discussions having completed assigned readings.

Overlapping Coursework:

- 1) **PSC 148 Developmental Disorders:** Overlap in diagnosis and treatment of children. PSC 148 emphasizes developmental disorders. HDE 130 emphasizes psychiatric disorders and context (e.g., maltreatment), but Part 2 of the textbook covers developmental disorders and disabilities.
- 2) **PSC 168 Abnormal Psychology:** Overlap in psychiatric disorders. PSC 168 focuses on adult psychopathology. HDE 130 covers psychopathology from early childhood to early adulthood.

Required Text and Course Canvas Site

Weis, R. (2021). [*Introduction to abnormal child and adolescent psychology \(4th ed.\)*](#). SAGE Publications.

Course Website: Students are responsible for regularly checking Canvas for updates in *Announcements*, *Assignments*, *Files*, *Grades*, *Piazza*, and *Quizzes*. Access the e-book in the *Bookshelf* tab on Canvas.

Grading and Course Assignments

1. **Participation in Discussion Sections:** 20% of course grade. On-time attendance and active participation are expected. If you anticipate problems joining one or more discussion sections, contact both instructors. Participation includes actively listening, participating in activities, and respecting others. Engaging in inappropriate activities (e.g., texting, eating, sleeping) will reduce your grade.
2. **Participation in Active Learning Exercises:** 5% of grade. There will be interactive, low-stakes opportunities in lecture throughout the quarter to work in small groups and apply what you learn to real world issues and current events. There is no way to make up missed active-learning exercises.
3. **Weekly Online Quizzes:** 40% of grade. Quizzes on Canvas will be published by 5 PM each Friday and must be completed by 5 PM each Monday (No quiz Thanksgiving week). Questions will be based on assigned readings and lectures. Each quiz will include 10 multiple-choice items randomly selected from a question bank. Quizzes are open-note and open-book and must be completed within 1 hour. Quiz grades will be released at 5 PM each Monday. There are no opportunities for make-up quizzes.
4. **Final Paper Proposal*:** 10% of grade. Write at least one full page (double-spaced, size 12 Times New Roman font, 1-inch margins) describing which paper topic you selected, why you chose it, and what course material you will discuss (e.g., diagnosis, comorbidities, treatment). Include at least five scientific journal articles formatted in [APA Style 7th Edition](#) (you may NOT cite the textbook). Students can submit partial paper drafts as proposals to receive more feedback. Proposals must be approved by instructors and are due under *Assignments* on Canvas by **Friday, October 27th at 5 PM.** Proposals submitted after the deadline are late and must be emailed to the Graduate Instructor; those submitted late within 24 hours of the deadline will have 10% of points deducted, and an additional 10% deducted for each subsequent 24 hours late (i.e.,). Proposals submitted after *Sunday, November 5th at 5 PM* will receive zero points. Final papers with unapproved topics will be penalized.
5. **Final Paper*:** 25% of grade. Write a research paper on a topic of your choosing following one of two prompts posted on Canvas under *Files*. Final papers should be between 5 and 6 pages, NOT including title and reference pages, formatted in [APA Style 7th Edition](#) (e.g., double-spaced, size 12 Times New Roman font, 1-inch margins). Your final paper is due under *Assignments* on Canvas by **Wednesday, November 22nd at 5 PM.** Late submissions within 24 hours of the deadline will have 10% of points deducted, and an additional 10% deducted for each subsequent day late. Final papers submitted after *Friday, December 1st at 5 PM* will receive zero points.

***All major writing assignments must be submitted as Microsoft Word documents (.doc or .docx).**

Course and University Policies and Student Resources

Diversity, Equity, & Inclusion Statement: As an instructor of human development & family studies, I strive to promote diversity, equity, and inclusion (DEI) in my lectures, syllabi, and course material and to appreciate and respect individual differences. If you feel my instruction and course material can be more inclusive, representative, or considerate of others, please let me know, so I can address your concerns.

University Policies: All students are required to acknowledge the [UC Davis Code of Academic Conduct](#) for each registered course. [Beginning on the first day of instruction](#), students will be notified by email to participate in keeping UC Davis a fair and honest community.

Academic Misconduct: Plagiarism and other forms of academic dishonesty will not be tolerated and will result in serious consequences. All writing assignments must be original work. **If you cheat on a quiz, use AI or plagiarize part of your paper, you will receive a zero on the assignment and be reported to the Office of Student Support and Judicial Affairs.** Examples of plagiarism include copying or paraphrasing the work of another person without citing a source, copying someone else's words and citing but not quoting them, or allowing someone to copy your work. If you are not sure what is plagiarism or you are unfamiliar with the *University Code of Academic Conduct*, see <http://sja.ucdavis.edu/cac.html>. [Students must review their Turnitin similarity reports for plagiarism in major writing assignments.](#)

Intellectual Property: My course materials are protected by U.S. copyright law and University policy. I am the exclusive owner of the copyright. You may take notes and make copies of course material for your own use. You may share material with other students enrolled in this course. You may NOT reproduce, distribute, display, post, or upload lecture notes, recordings, or other material without my prior written consent. You may not allow others to do so. If you do, you may be subject to student conduct proceedings under the *Code of Academic Conduct*. Similarly, you own the copyright to your original work.

Special Circumstances: Students who require special accommodations (e.g., disabilities, religious holidays) should notify both instructors as soon as possible so appropriate arrangements can be made. **Make-up assignments will only be offered with a doctor's note or other documented proof of extenuating circumstances (e.g., an email from a University case manager).** Students often experience personal problems that interfere with their learning. If this happens to you, contact an instructor as soon as possible to discuss accommodations. If you are concerned that your mental health may be impacting your performance in this course, you can seek documentation from OSSJA by clicking [here](#).

Student Resources: *Student Health & Counseling Services:* Call 530-752-0871 to schedule an individual counseling appointment (<shcs.ucdavis.edu>); For immediate mental health crisis assistance, call the [Acute Care Clinic](#) at 530-752-2349 to speak with an advice nurse or make an appointment.

- *UC Davis Listed Crisis Support:* <https://healthy.ucdavis.edu/mental-emotional/support>
- *Yolo County Suicide Prevention* (available 24 hours every day): 530-756-5000
- *Suicide Prevention & Crisis Services of Yolo County:* 1-888-233-0288
- *National Suicide & Crisis Lifeline in English:* dial or text 988, <https://988lifeline.org/>
- *National Suicide & Crisis Lifeline in Spanish:* dial or text 988, <https://988lifeline.org/es/home/>

Center for Advocacy, Resources & Education: The CARE program (ucdcare@ucdavis.edu or 530-752-3299) is dedicated to reducing the incidence and impact of sexual harassment and sexual violence. They provide confidential advocacy, support, and healing services to survivors of sexual harassment and all forms of sexual violence, including sexual assault, intimate partner violence, and stalking.

- *National Domestic Violence Hotline:* 1-800-799-7233, <http://www.thehotline.org/>
- *National Child Abuse Hotline:* 1-800-422-4453, <https://www.childhelp.org/hotline/>

Aggie Compass Basic Needs Center: The Aggie Compass is a safe space for students to build community and learn about basic needs resources, pick up fresh fruits and vegetables, receive CalFresh enrollment assistance and help finding stable housing. <https://aggiecompass.ucdavis.edu/aggie-info-help-line>

Academic Assistance & Tutoring Centers: Academic advising, tutoring, workshops, mentorship, proofreading, and other services provided in Shields Library and the Teaching & Learning Complex.

Purdue University Online Writing Lab: This educational website summarizes APA Style 7th Edition.

HDE 130 Lecture Course Calendar

Date		Assigned Text	Topic
Sept.	28	Lecture Syllabus	Introduction to overall course & developmental psychopathology; <i>Active learning exercise #1</i>
Oct.	3	Ch. 1 (pp. 2–27)	The science & practice of abnormal child psychology: 1.1 Identifying behavior problems in children; 1.2 The prevalence childhood disorders; 1.3 Integrating science and practice
	5	CONFERENCE TRAVEL – NO CLASS	
	10	Ch. 2 (pp. 30–45)	The causes of childhood disorders: 2.1 Developmental psychopathology; 2.2 Biological influences on development
	12	Ch. 2 (pp. 46–56)	2.3 Psychological influences on development; 2.4 Social-cultural influences on development; Final Paper & Paper Proposal Overview
	17	Ch. 4 (pp. 84–98)	Assessing & treating children’s problems: 4.1 Psychological assessment
	19	Ch. 4 (pp. 98–108)	4.2 Systems of psychotherapy; 4.3 The efficacy and effectiveness of child psychotherapy; <i>Active learning exercise #2</i>
	24	Ch. 8 (pp. 226–244)	Attention-deficit/hyperactivity disorder: 8.1 Description & epidemiology; 8.2 Causes
	26	Ch. 8 (pp. 245–253)	8.3 Evidence-based treatment; <i>Active learning exercise #3</i>
	27	PAPER PROPOSALS DUE ON FRIDAY, OCT. 27th BY 5:00 PM	
	31	Ch. 9 (pp. 257–269)	Conduct problems in children & adolescents: 9.1 Description & epidemiology; <i>Active learning exercise #4</i>
Nov.	2	Ch. 9 (pp. 270–290)	9.2 Causes; 9.3 Evidence-based treatment
	7	Ch. 10 (pp. 294–313)	Substance use problems in adolescents: 10.1 Substance use & substance use disorders; 10.2 Causes of substance use problems
	9	Ch. 10 (pp. 313–324)	10.3 Evidence-based treatment; <i>Active learning exercise #5</i>
	14	Ch. 11 (pp. 328–353)	Anxiety disorders & obsessive-compulsive disorder: 11.1 Anxiety disorders in childhood & adolescence; 11.2 Obsessive-compulsive & related disorders
	16	Ch. 11 (pp. 353–366)	11.3 Evidence-based treatment; <i>Active learning exercise #6</i>
	21		Student Vote: Special Topic Lecture vs. Final Paper Writing Workshop
	22	FINAL PAPERS DUE ON WEDNESDAY, NOV. 22 BY 5:00 PM	
	23	UNIVERSITY HOLIDAY – THANKSGIVING DAY	
	28	Ch. 12 (pp. 370–391)	Trauma-related disorders & child maltreatment: 12.1 Social-emotional deprivation in infancy; 12.2 Child maltreatment
	30	Ch. 12 (pp. 391–409)	12.3 Post-traumatic stress disorder; <i>Active learning exercise #7</i>
Dec.	5	Ch. 13 (pp. 412–443)	Depression, suicide, & self-injury: 13.1 Disruptive mood dysregulation disorder; 13.2 Major depressive disorder & dysthymia
	7	Ch. 13 (pp. 443–451)	13.3 Suicide & nonsuicidal self-injury; Resilience & recovery from trauma
		No cumulative final exam, but there is a final quiz covering Ch. 13 and Week 10 lectures	