

PSYCH 130M: Psychopathology Across the Life Span

3 units, Summer Session, 6 weeks

Class Time: TBD

Location: TBD

Instructor: TBD

Email: TBD

Office Hours: TBD

Course Overview: As an introductory course to developmental and adult psychopathology, this course will introduce the key concepts, terminology, and principles of developmental and adult psychopathology, as well as commonly used methods in studying mental health problems across the lifespan. The discussion of concepts and methods will guide our discussions of major mental health problems:

- 1) early childhood (trauma and stress-related disorders, autism)
- 2) middle childhood (attention and conduct problems)
- 3) adolescence (substance use problems, eating disorders)
- 4) adulthood (anxiety and mood disorders, schizophrenia).

Topics on stigma and race/ethnicity/culture and mental illness will also be discussed.

Course Objectives: Students in this course are expected to:

- a. demonstrate knowledge of the basic terminology, principles, and research methods of developmental and adult psychopathology;
- b. demonstrate knowledge of the major disorders, dysfunctions, and conditions of child and adult psychopathology, possible etiologies and developmental courses, and research-based prevention and treatment approaches;
- c. demonstrate awareness and knowledge of how social and cultural contexts, race and ethnicity, gender, and other diversity factors influence the development and manifestation of psychopathology, and its prevention and treatment;
- d. Be encouraged to apply knowledge gained from class to real-world needs and problems.

Required Readings:

- Textbook: Beauchaine, T. P., & Hinshaw, S. P. (Eds.) (2017). *Child and adolescent psychopathology* (3rd ed.). Hoboken, NJ: Wiley. (Referred to in syllabus as “B&H”) The electronic copy of the textbook is accessible online through the UC-Berkeley library website (<https://ebookcentral.proquest.com/lib/berkeley-ebooks/detail.action?docID=4773849>).

For instructions on how to access library resources from your home internet, please visit:
<https://www.lib.berkeley.edu/using-the-libraries/connect-off-campus>

- Additional required readings: selected primary-source readings (journal articles and reviews) will be posted on the course website at bcourses (under “Files/Additional Required Readings”). These readings supplement the textbook and give students some exposure to scientific empirical articles and reviews in developmental psychopathology. These readings are parallel readings for a graduate seminar. During the weekly sections led by the GSIs, students will participate in group discussions on these materials.

Course Requirements:

- Submitting questions to readings: 15%
 - Participation in discussions and presentations: 25%
 - Exams: 30%
 - Assignments: 10%
 - Final paper: 20%
1. **Submitting questions to readings (15%):** For every module (topic), students are expected to read the required readings and submit one question about each reading prior to the lecture. The questions are submitted online under the “Discussion” panel on bcourses;
 2. **Participation in discussions and presentations (25%):** Students are expected to attend all lectures (attendance grade will be deducted for lectures that a student missed without any prior notice or justifiable reasons). During lectures, there will be small group discussion activities, and students will be assigned to small groups. Each student is expected to lead 1-2 small group discussions on lecture materials and readings during the semester.
 3. **Exams:** There will be two exams (Midterm, 15%, Final Exam: 15%), consisting of multiple-choice questions, short answers, and essay questions. The exam questions will be drawn from the lectures and readings. The first portion of the Final Exam will be equivalent to “Midterm II” and is not cumulative, the remainder will be integrative, via synthetic essay questions. The exams will be timed (students will access the exams at designated times on bcourses and submit completed exams online);
 4. **Assignments (10%):** There will be a few brief written assignments (e.g., developing an outline for the paper). The assignments will be posted on bcourses (under “Assignments”) and submitted online. Late assignments will be accepted but students will receive a deduction in grade;
 5. **Final paper (20%):** For the final paper, students can choose to write *either* a literature review paper *or* a grant proposal on a topic of their choice (within the broad field of developmental psychopathology). The final paper provides students an opportunity to integrate their knowledge learned from the course and develop **independent research**

ideas. Students will write the paper on their own and submit it online at the end of the semester. More details will be announced later.

Grading and Regrade Policy: Based on each student's grades on the individual course requirements, a composite score will be calculated at the end of the semester. Students' final letter grades for the course will be assigned based on the composite score.

Course Website: This class has a bcourse website (all enrolled waitlisted students should be able to access the class website via their CalNet account on bcourses). It is crucial that students log in at least once per week to check for announcements and the latest information about assignments etc. The course includes 16 modules, each covering a subtopic within the developmental psychopathology discipline. Students are encouraged to use the "Pages" as a self-study guide to keep up with the course materials, key concepts, and learning objectives of each module.

Disability Accommodation Policy: If you need accommodations for any physical, psychological, or learning disability, please first contact the Disability Students' Program (510-642-0518) regarding disability verification requirements.

University Statement on Prevention of Harassment and Discrimination: The University of California strives to prevent and respond to harassment and discrimination. Engaging in such behavior may result in removal from class or the University. If you are the subject of harassment or discrimination, there are resources available to support you. Please contact the Confidential Care Advocate (sa.berkeley.edu/dean/confidential-care-advocate) for non-judgmental, caring assistance with options, rights and guidance through any process you may choose. Survivors of sexual violence may also want to view the following website: survivorsupport.berkeley.edu.

For more information about how the University responds to harassment and discrimination, please visit the Office for the Prevention of Harassment and Discrimination website: ophd.berkeley.edu.

Lecture Schedule (please note that the schedule is tentative and might change during the semester)

Week	Dates	Module	Required Readings
1		Overview of the course	No readings!

		Module 1. Introduction to key principles and concepts of developmental psychopathology	B & H, Chapter 1; Masten, 2001
2		Module 2. Defining, classifying, or diagnosing mental disorders: DSM-5, RDoC, and transdiagnostic issues	B & H, Chapter 2; Nolen-Hoeksema & Watkins, 2011
		Module 3. Trauma- and stress-related disorders in childhood	B & H, Chapters 20 Tottenham et al., 2010
		Module 4. Autism spectrum disorders	B & H, Chapter 22; Dawson, 2008
3		Module 5. Attention Deficit/Hyperactivity Disorders (ADHD)	B & H, Chapter 13; Hechtman et al., 2016
		Module 6. Conduct problems	B & H, Chapter 14; Lahey et al., 1999
		Midterm	
4		Module 7. Substance use problems	B & H, Chapter 15 Elam et al. 2018
		Module 8. Eating disorders	B & H, Chapter 24
		Module 9. Anxiety disorders	B & H, Chapter 16 Jarcho et al., 2010
5		Module 11. Race/ethnicity, culture, and psychopathology	B & H, Chapter 12 Haft, Zhou et al., 2020
		Module 12. Depressive disorders	B & H, Chapter 18 Stein et al. (2016)
		Module 13. Bipolar disorders	B & H, Chapter 21
6		Module 14. Schizophrenia	Marenco & Weinberger, 2000;
		Module 15. Stigma and mental illness	Hinshaw, 2005
		Final Exam	

Additional required readings (posted on the course website at bcourses.berkeley.edu):

Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology*, 20, 775-803.

Elam, K., Chassin, L., & Pandika, D. (2018). Polygenic risk, family cohesion, and adolescent aggression in Mexican American and European American families: Developmental pathways to alcohol use. *Development and Psychopathology*, *30*(5), 1715-1728.

Haft, S., Zhou, Q., Stephens, M., & Alkon, A. (2020). Culture and stress biology in immigrant youth from the prenatal period to adolescence: A systematic review. *Developmental Psychobiology*, <https://doi.org/10.1002/dev.22009>

Hechtman, L., Swanson, J. M., Sibley, M. H., Stehli, A., Owens, E. B., Mitchell, J. T., . . . Nichols, J. Q. (2016). Functional adult outcomes 16 years after childhood diagnosis of attention-deficit/hyperactivity disorder: MTA results. *Journal of the American Academy of Child & Adolescent Psychiatry*, *55*(11), 945-952.

Hinshaw, S. P. (2005). The stigmatization of mental illness in children and parents: Developmental issues, family concerns, and research needs. *Journal of Child Psychology and Psychiatry*, *46*, 714-734.

Losh, M. & Capps, L. (2006). Understanding of emotional experience in autism: Insights from the personal accounts of high-functioning children with autism. *Developmental Psychology*, *42*, 809-818.

Marenco, S. & Weinberger, D. (2000). The neurodevelopmental hypothesis of schizophrenia: Following a trail of evidence from cradle to grave. *Development and Psychopathology*, *12*, 501-527.

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, *56*, 227-238.

Nolen-Hoeksema, S., & Watkins, E. R. (2011). A heuristic for developing transdiagnostic models of psychopathology: Explaining multifinality and divergent trajectories. *Perspectives on Psychological Science*, *6*, 589-809.

Stein, G. L., Supple, A. J., Huq, N., Dunbar, A. S., & Prinstein, M. J. (2016). A longitudinal examination of perceived discrimination and depressive symptoms in ethnic minority youth: The roles of attributional style, positive ethnic/racial affect, and emotional reactivity. *Developmental Psychology*, *52*(2), 259–271.

Tottenham, N., Hare, T.A., Quinn, B.T., McCarry, T.W., Nurse, M., Gilhooly, T., Millner, A., Galvan, A., Davidson, M.C., Eigsti, I.-M., Thomas, K.M., Freed, .P.J., Booma, E.S., Gunnar, M.R., Altemus, M., Aronson, J. and Casey, B. (2010), Prolonged institutional rearing is

associated with atypically large amygdala volume and difficulties in emotion regulation.
Developmental Science, 13: 46-61.