

importantly open-mindedness. Sometimes our greatest teachers are those who we initially disagree with the most.

Course Structure:

In-class activities will include lectures and small- and large- group discussions of course readings and lectures. Attendance at every class is required. Students must contact the instructor in case of illness or emergencies that preclude attending class or turning in assignments on time. **Students must turn in their weekly assignments prior to class even in the event that they will not be attending.** Classroom expectations include: meaningfully contributing to class discussion, respecting the diversity of opinions and viewpoints in the classroom, arriving on time, and coming prepared (completing the reading assignments prior to class).

Required readings:

Articles as assigned below.

Recommended/Supplementary

I **strongly** recommend that you obtain or get access to the DSM-IV-TR or DSM-IV, and one of the references or guides. Although there are no specific reading assignments from the DSM, we will spend some time in class discussing the DSM approach to classification (and its limitations), and you will likely find it to be useful to have access to these materials as you prepare for class discussions and assignments.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders DSM-IV-TR (text revision)*. 2000, Washington, DC: American Psychiatric Association. ISBN # 0890420254. Or, any of the following DSM-IV-TR guides:

American Psychiatric Association (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR*. Washington, DC: American Psychiatric Association. ISBN # 0890420270

Spitzer, R. L., Gibbon, M., & Skodol, A. E. (Eds.) (2000). *DSM-IV-TR casebook: A learning companion for the DSM-IV-TR*. Washington, DC: American Psychiatric Association. ISBN # 1585620599.

Assignments:

1. Weekly prompt attendance. Participate in class lectures and discussions. (Due date: Ongoing.)

Given the integrated and unique nature of this course content and educational experience, your attendance and participation in course activities will enhance your learning. If you are unable to attend a class or lab session, please remember to notify me and/or your lab instructor promptly. If you are will be missing more than one class, it would be better to take the course later.

2. Students will participate in a discussion group each week. (Due date: Ongoing.)

Each student is responsible for reading their assigned reading and presenting it to the members in their reading group as well as to meaningfully participate in a full class discussion of the material.

3. Read the required readings and assigned handouts. (Due date: Weekly).

I have posted the weekly required readings for this course at <http://cfc.uoregon.edu/scientists/bullock.htm> under the course link. Each week's materials will be clearly delineated and pdfs of all reading materials will be available for download.

4. Summary Abstracts. (Due weekly).

You will need to complete a summary abstract for your assigned reading weekly. Study groups will collaborate with each other to determine who will complete each of the 3 assigned readings for the week. It is expected that any disagreements regarding assignments will be resolved within the group.

5. Final Exam (In class – March 21)

Course Schedule

1/10 CLASS # 1: Course Overview Overview of Development and Psychopathology Classification and Assessment

***Have read the following in preparation for this class:*

- 1-A Cicchetti, D. (2006). Development and Psychopathology (CHAPTER 1). In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology. Vol. 3: Risk, disorder, and adaptation* (pp. 1-23). New York: Wiley.
- 1-B Carter, A.S., Marakovitz, S.E., & Sparrow, S.S. (2006). Comprehensive Psychological Assessment: A Developmental Psychopathology Approach for Clinical and Applied Research (CHAPTER 6). In D. & D. J. Cohen (Eds.), *Developmental psychopathology. Vol. 3: Risk, disorder, and adaptation* (pp. 181-210). New York: Wiley.
- 1-C Loney, Bryan R; Lima, Elizabeth N. (2003) Classification and assessment. (CHAPTER 1). In Essau, Cecilia A (Ed). *Conduct and oppositional defiant disorders: Epidemiology, risk factors, and treatment.* (pp. 3-31). viii, 412 pp. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

1/17 CLASS # 2: Diagnostic Approaches and Cultural Diversity

***Have read the following in preparation for today's class:*

- 2-A Jensen, P.S., Hoagwood, K. & Zitner, L (2006). What's in a Name? Problems versus Prospects in Current Diagnostic Approaches (CHAPTER 2). In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology. Vol. 3: Risk, disorder, and adaptation* (pp. 24-40). New York: Wiley.
- 2-B Serafica, F. & Vargas, L.A. (2006). Cultural Diversity in the Development of Child Psychopathology (CHAPTER 15). In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology. Vol. 3: Risk, disorder, and adaptation* (pp. 588-626). New York: Wiley.

~~ Group Discussion Readings (Each member of a discussion group must read at least one article, prepare an abstract for each member of the group and be prepared to lead a discussion regarding the paper).

- 2-D Dawes, R.M. (1994). Psychotherapy: The Myth of Expertise (Chapter 2). *House of cards: psychology and psychotherapy built on myth.* (pp. 38-75).
- 2-E Dawes, R.M. (1994). Prediction and Diagnosis (Chapter 3). *House of cards: psychology and psychotherapy built on myth.* (pp. 75-105) Toronto : Maxwell Macmillan Canada.
- 2-F Dawes, R.M. (1994). Experience: The Myth of Expanding Expertise (Chapter 4). *House of cards: psychology and psychotherapy built on myth.* (pp. 106-132) Toronto: Maxwell Macmillan Canada.

1/24 CLASS # 3: Normative Development

*** Have read the following in preparation for this class:*

- 3-A Eisenberg, N. & Fabes, R.A., & Spinrad, T.L. (2006). Prosocial Development. (In Eisenberg Ed.) *Handbook of Child Psychology, 6th Edition*, (pp. 646-718).

~~ Group Discussion Readings (Each member of a discussion group must read at least one article, prepare an abstract for each member of the group and be prepared to lead a discussion regarding the paper).

- 3-B The Development of the Person: Social Understanding, Relationships, Conscience, Self (2006). (In Eisenberg Ed.) *Handbook of Child Psychology, 6th Edition*, (pp. 24-98).

Note: Individual readings for this chapter are divided into 3 sections – each person responsible for 1 section only:

1. Social Understanding (pp. 26-41 OR 2. Relationships (pp. 42-69) OR 3. Conscience and Self (pp. 70-84)