

**University of Guam
College of Liberal Arts and Social Sciences
Psychology**

**PY504 Topics in Clinical Psychology: Developmental Psychopathology
Fanuchánan Fall 2024**

Instructor: Yoshito Kawabata, Ph.D.
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Semester Credit Hours: 3

Class Time: TTH: 2:00-3:20pm
Class Location: SBS conference room and Moodle
Office hours: T 8:00-9:30 am; 3:30-4:30pm
TH 8:00-9:30am; 3:30-4:30pm
F 1:00-2:00 pm
or by appointment

Course Description

This course provides an in-depth study of developmental psychopathology. Students are expected to participate in a weekly seminar and discuss various forms of child and adolescent psychopathology. Through this course, students learn how and why some children, adolescents, and emerging adults develop mental health problems and what factors may contribute to the development of such problems. Prerequisite: Consent of instructor.

Readings

Beauchaine, T. P., & Hinshaw, S. P. (2017). *Child and adolescent psychopathology (3rd ed.)*. Hoboken, NJ: Wiley.

Student Learning Outcomes

Students successfully completing this course will demonstrate:

1. Knowledge of a variety of mental health problems that occur on children, adolescents, and emerging adults.
2. Critical engagement with the literature in the area of developmental psychopathology.
3. Competence in the application of developmental psychopathology perspectives to research, assessment, and intervention
4. Competence in understanding the role of culture and diversity in child and adolescent psychopathology.

Course Requirements and Evaluation Criteria

Grades will be determined by the quality of all written work submitted, presentation, and attendance/in-class activities.

Courses Assignments

- A. **Attendance/participation/in-class activities:** Students are required to attend all classes and strongly encouraged to participate in class and online activities and discussions.
- B. **Leading seminars:** Each student is responsible for leading seminars. Seminar leaders will be responsible for running the seminar and are to be the expert on the topic under discussion. Instructor will help students to facilitate discussions.
- C. **Quizzes:** There will be three quizzes. The details of the quizzes will be presented later. **The**

quizzes will be submitted to the instructor via Turn-it-in (Moodle).

- D. Presentation:** Students are required to present their own research proposal or paper at the end of the semester. Students will be asked to make powerpoint slides and talk about their own study or review paper.
- E. Research proposal (or research paper):** This course requires the completion of a research proposal or research paper. Students can choose any topic in developmental psychopathology. Students will review articles in the area of research, discuss them critically, and generate research questions and hypotheses (for research proposal). Then, students will design methodology and proposal expected results (for research proposal). Good reports of this kind require a good deal of library research, and generally, organization of a considerable amount of literature. An adequate job simply cannot be done if you put off getting started on the project in the last minute. The topic must be approved by the instructor. The completed proposal or paper will be submitted to the instructor through Turn-it-in (Moodle).

This proposal or paper must adhere to the following guidelines:

1. Must follow APA format (cover page, reference page, citations within paper, correct section headings)
2. Must be typed, double spaced, and in 12pt. font
3. Must be 7-10 pages in length (**this page limit does not include the title page, abstract, references, tables, and figures**)
4. Must include other professional psychology sources such as books and published articles (A list of the references in APA format must be attached to the paper)
5. Must demonstrate appropriate use of grammar, sentence structure, punctuation, etc.

Grading

Attendance/Participation/In-class activity/Discussion forum	= 30 points
Leading a seminar	= 10 points
Quizzes	= 10 x 3 = 30 points
Presentation	= 10 points
Research proposal (or research paper)	= 20 points

Total = 100 points

Final grades will be determined according to the following schedule:

A+	= 98-100%
A	= 93-97%
A-	= 90-92%
B+	= 87-89%
B	= 83-86%
B-	= 80-82%
C+	= 77-79%
C	= 70-76%
D	= 60-69%
F	= 59% or less (Academic Failure)

Extra credit may be awarded to students who complete and submit high quality assignments that are evident that the student went beyond the class requirements. Opportunities for extra credit may be made available through the semester as they arise and posted on announcements.

Late Assignments: Assignments must be turned in on the date they are due. Late assignments will be penalized 1 point of the grade for each day after the due date. Assignments turned in late by more than one week will not be accepted.

Plagiarism: Plagiarism is academic dishonesty or misconduct and, thus, is a serious problem in academia. For your information, the University of Guam in the Student Code of Conduct states that “The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” Acts of plagiarism are prohibited in this class, and evidence of plagiarism in any assignment will result in an F grade for the assignment. If you have any questions about plagiarism, please consult me.

Policies: Class attendance, preparation, and participation are required for all students. Failure to complete an assignment/class activity will be considered as lack of attendance. Please email or phone my office if an emergency prevents you from attending a class. Excellent work and consistent preparation is expected for all students. Student and teacher relationships as well as relationships among peers must be respectful at all times.

Disruptive Behaviors: The following behaviors are considered as disruptive so please avoid them during the class.

- Failure to respect the rights of other students
- Excessive talking to other students
- Use of cell phones and other electronic devices
- Sleeping
- Threats or statements that jeopardize the safety of other students

Title VII and Title IX: The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities, and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

Americans with Disabilities Act (ADA): For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

Useful links

Purdue OWL: <https://owl.english.purdue.edu/>

UOG library: <http://www.uog.edu/student-services/rfk-library/research-and-writing-tips>

American Psychological Association: <http://www.apa.org/>

Association for Psychological Science: <http://aps.psychologicalscience.org/>

Society for Research in Child Development: <http://www.srcd.org/>

Society for Personality and Social Psychology: <http://www.spsp.org/>

Student Learning Objectives (SLOs)

PY504 Course SLOs

Students successfully completing this course will demonstrate the following:

- 1) Knowledge of a variety of approaches to narrative research in the mental health field.
- 2) Critical engagement with the narrative research literature in the mental health field.
- 3) Competence in the application of narrative research methods, including narrative research design, data collection, data analysis, and the write-up of narrative results.
- 4) Competence in considering the role of diversity and cultural variables in narrative research.

MSCP Program SLOs

Students successfully completing this course will demonstrate the following:

- 1) Competence in the application of a variety of clinical theories in the conceptualization of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 2) Competence in conducting a variety of therapeutic interventions in the treatment of a wide range of mental health problems in adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 3) Competence in conducting psychological assessments and diagnostic interviews with adults, children, and families in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.
- 4) Competence in conducting clinical research examining mental health issues in the multicultural communities of Guam, Micronesia, and the Asia Pacific region.

University of Guam ILOs

Some of the expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of *any* degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

Course Outline and Assignment Schedule

Day/Date	Topic(s)	References & Assignments
Week 1	Course overview and syllabus	Self-introduction
Week 2	Developmental Psychopathology - Introduction	
Week 3	Research and methodology in developmental psychopathology	Beauchaine & Hinshaw, Chapter 1 and 2
Week 4	Developmental psychopathology as a scientific discipline	Beauchaine & Hinshaw, Chapter 3
Week 5	Genetic, environmental, and epigenetic influences on behavior	Quiz 1
Week 6	Chapter	Family Symposium (Recorded)
Week 7	Chapter	
Week 8	Chapter	
Week 9	Fall break – No classes	
Week 10	Chapter	2024 Big Team Science Conference (Recorded)
Week 11	Chapter	Quiz 2
Week 12	Chapter	
Week 13	Research on developmental psychopathology Data collection and analysis	
Week 14	Research on developmental psychopathology Data collection and analysis	
Week 15	Data analysis presentation and discussion	Quiz 3
Week 16	Data analysis presentation and discussion Thanksgiving Day – No classes	
Week 17	Research proposal or paper presentation	Research proposal or paper due
Final week		