HUDK 5040: Development and Psychopathology: Atypical Contexts and Populations  
Teachers College, Columbia University

January 20 – May 10, 2016
Classroom: Online
Section 01: N/A

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Using contemporary research as our basis, we will examine the interface between developmental psychology and psychopathology, focusing on atypical populations (e.g., resilient youth) and atypical contexts (e.g., poverty). Our underlying premise is that it is through continued theorizing, research, and critique of existing theory and research that we will continue to advance developmental psychopathology as a domain that uniquely supplements both developmental psychology and psychopathology. Topics will include: existing research methods, genes, neuroscience, and neighborhoods. Implications for interventions and policy will also be discussed.

Having taken this course, students will be able to:
- understand developmental psychopathology within the context of developmental psychology, social science research, and society at large;
- digest and critique key research articles in developmental psychopathology with a focus on research methods, outcome interpretations, and study limitations;
- communicate coherently and efficaciously to both academic and popular audiences.

Assessment Schedule/Grading Policy

Discussion Forum Participation: 15%. Weekly.

Weekly Activities: 15%. Weekly.

Op-Ed/Letter to the Editor: 20%. Due end of Week 5 (2016.02.21 11:59 PM).
Write an original op-ed or response letter to an article in the Wall Street Journal, NY Times, USA Today, LA Times, or Washington Post using relevant research; 750 words max (excluding APA references) with at least three empirical references. I will penalize papers at 751+ words (excluding APA references). Through this assignment you will demonstrate your general social communication skill set. Please find examples of research-based letters to the editor (Samuels et al. and Baumeister & Vohs), research-based op-eds (Bakalar and Brody), possible mental health related articles (Bender et al. and Rafferty) and op-eds (Hooi) to which you might respond posted on Moodle.
Policy Brief: 20%. Due end of Week 10 (2016.04.03 11:59 PM).
Describe an atypical population or context with a specific audience in mind (politicians, parents, community members, the population itself); 1000 words max with at least 15 references (including 10 empirical studies) and at least one graphic (insert as appendix). I will penalize papers at 1100+ words (excluding APA references and appendix). Through this assignment you will demonstrate your across-domain communications skill set.

Final Exam: 30%.
The final exam will be both content and skill based. Content will include developmental psychopathology as well as key concepts related to typical development, research methods and statistics. Skills will include reading journal articles critically, interpreting tables and figures, manipulating basic data, designing research programs, and implementing interventions/formulating policies. I will post the take-home final on Week 14, 2016.04.27 at 11:59 pm, and it is due at Week 15, 2016.05.02 at 11:59 PM.

Assignment Details

- All papers must be typed, use APA formatting and uploaded to Moodle. Each paper is due by 11:59:59 PM on the date listed.
- I will review and offer general feedback on drafts that are submitted at least one week before the deadline and return drafts at least 72 hours before the deadline.
- Late papers will be marked down 1/3 of a grade for every 24 hours they are late.

Email Accessibility

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student’s TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
Religious Observances

It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Persons with Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor. As your instructor, I am happy to discuss specific needs with you as well.

Professional and Ethical Standards

TC is an academic community whose most fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate any abuse of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Those who violate academic and professional ethics should expect sanctions up to and including dismissal from TC.

Violations of academic integrity include but are not limited to:

- Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;
- Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgement;
- Fabrication: submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;
● Duplicate submissions: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with his/her instructor;
● Misrepresentation of academic records, or attempting to tamper with transcripts or any portion of a student’s academic record;
● Facilitating academic dishonesty by knowingly helping another student to violate academic integrity;
● Unfair advantage through attempting to gain unauthorized access to examination materials, or obstructing another student’s efforts.

Grade of Incomplete

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

Sexual Harassment and Violence Reporting

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students.
Course Overview:

Week 1: 2016.01.20: Introduction & Overview
- course strategy: survey content & skill development
- course goals: knowledge & competencies base
- course assessments: weekly activities, writing assignments, & final exam

Weekly Activity: Student Info Sheet / Hare et al. (1990) Psychopathy Checklist

Week 2: 2016.01.25: Development and Psychopathology
- dialectical helixes & psycho-bio-social, ice cream cone in a can
- ontogenetic principle: multifinality and equifinality: complexity versus parsimony
- clinicians/practitioners: versus researchers/academics

Weekly Activity: Response to Sameroff / Zuckerman & Neeb (1979) Sensation Seeking Scale

Week 3: 2016.02.01: Psychology, Processes, Pathways, Pathology
- importance of theory: modeling life
- importance of research: graph & table interpretation
- importance of science: replicating dialectical meta-analyses

Weekly Activity: Response to Crick & Dodge / Crowne & Marlowe (1960) Social Desirability

Week 4: 2016.02.08: Resilience & Protective Factors
- main effects and interactions
- types of resilience: what counts?
- advancing research: moving from moderators to mediators, from correlational to causal, from cross-sectional to longitudinal


Week 5: 2016.02.15: Ordinary Magic & Deficit Models
- seeing statistics: seeing the variables (review & bringing it home)
- seeing statistics: seeing the significance (review & bringing it home)
- ordinary magic: a new perspective on development and resilience

Weekly Activity: Op-Ed

Week 6: 2016.02.22: Data
- the difficulty of data: who provides the data?
- the difficulty of data: how are the data collected?
- the difficulty of data: what data matter anyway?


Week 7: 2016.02.29: Diagnostics
- the difficulty of diagnosis: statistics & strategies
- the difficulty of diagnosis: comorbidity
- the difficulty of diagnosis: longitudinal data

Week 8: 2016.03.07: Atypical Populations
- what makes populations atypical? atypical predictors, psychopathology, atypical outcomes
- how can research inform interventions? preventions?
- when does research result in more question than answers? how do we proceed?
Weekly Activity: Beck et al. (1969) Beck Depression Inventory

Week 9: 2016.03.21: Atypical Contexts
- prevalence & incidence
- equifinality & multifinality
- distinguishing moderators and mediators: path models for understanding
Weekly Activity: Child Behavior Checklist

Week 10: 2016.03.28: Natural Experiments
Review: Short Answer Questions #1-9
Weekly Activity: Policy Brief DUE

Week 11: 2016.04.04: Neuroscience
Review Short Answer Questions #10-15
Weekly Activity: Clinically-Administered PTSD Scale (CAPS)

Week 12: 2016.04.11: Genes
Review Short Answer Questions #16-21
Weekly Activity: Moods & Feelings Questionnaire

Week 13: 2016.04.18: Neighborhoods
Review Short Answer Questions #22-27
Weekly Activity: Social Cohesion & Informal Social Control Scales

Week 14: 2016.04.25: Review
Weekly Activity: Course Evaluation

Week 15: 2016.05.02: Final Exam
Weekly Activity: Final Exam
Course Readings

Week 1: 2016.01.20: Course Introduction

Week 2: 2016.01.25: Development and Psychopathology

Required:


Optional:


Week 3: 2016.02.01: Psychology, Processes, Pathways, Pathology

Required:


Optional:


**Week 4: 2016.02.08: Risk & Resilience**

**Required:**


**Optional:**


**Week 5: 2016.02.15: Deficit-Based Models & Ordinary Magic**

Required:


Optional:


**Week 6: 2016.02.22: Data**

Required:


Optional:


Week 7: 2016.03.29: Diagnosis

Required:


Optional:


**Week 8: 2016.03.07: Atypical Populations**

Required:


Optional:


**Week 9: 2016.03.21: Atypical Contexts**

Required:


Optional:


**Week 10: 2016.03.28: Natural Experiments**
Required:


Optional:


**Week 11: 2016.04.04: Neuroscience**

Required:


Optional:


**Week 12: 2016.04.11: Genes**

**Required:**


**Optional:**


**Week 13: 2016.04.18: Neighborhoods**

**Required:**


**Week 14: 2016.04.25: Review**

**Week 15: 2016.05.02: In-Class Final**

**Week 00: Topics We Don’t Have Time to Cover**

**Interventions**


**Pharmaceutics**


