



Psychology Department
PSY 4090-2: Special Topics: Origin and Development of Psychopathology
 3 units
Spring 2024
Online Synchronous

Instructor: Laura Dimler Radziwon, Ph.D.
 Contact Info: LauraRadziwon@pointloma.edu
 Meeting Times: Thursday, 9:30am – 10:45am, via Zoom

Meeting Days: Thursdays

Instructor: Dr. Laura Radziwon

Meeting Times: 9:30-10:45 AM

Email: lradziwo@pointloma.edu

Meeting Location: Zoom

Phone: Zoom, by appointment

Final Exam: (Day/Time): Friday, Wk 15

Office Location and Hours: Zoom, by appointment

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FOUNDATIONAL EXPLORATIONS MISSION

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

COURSE DESCRIPTION

This course explores psychopathology from a developmental perspective, recognizing that pathology expresses itself in different ways at different ages and stages of development. Concepts such as risk and resilience and early predictors of better and worse outcomes will be integrated with a review of the major types of psychopathology seen in children and adolescents. Emphasis will be on respecting children as

persons who are created in God's image and given full personhood while relying on the most recent scientific research and biographical accounts on each condition. This course will explore the causes of each disorder and the ways the disorder may be manifest in different individuals.

COURSE LEARNING OUTCOMES

1. Describe the etiology of major mental health disorders, theoretical perspectives, and empirical findings.
2. Apply the scientific approach to solve problems related to behavior and mental processes.
3. Describe how existing models of Christian integration relate to the science of psychology

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Weis, R. (2018). Introduction to Abnormal Child and Adolescent Psychology (4th ed.). Washington, DC: Sage. ISBN 978-1071840627.
2. Oltzman, T. F. & Martin, M. T. (2018). Case Studies in Abnormal Psychology (11th ed.). New York, NY: Wiley. ISBN 978-1119504795
3. Haddon, M. (2003). The Curious Incident of the Dog in the Night-Time. New York: Random House (Doubleday).
4. Walls, J. (2005). The Glass Castle. New York: Scribner.*

**You are allowed to watch the movie adaptation of this movie, instead*

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. Weekly time estimations are provided in the Canvas modules.

Time Estimates

Assignment Type	Total Time to Complete (Hours)
Required Resources	52
Class Preparation & Participation	30
Case Studies	24
Discussions	15
Exams & Exam Prep	16
Project & Peer Review	12
PLNU Surveys	1

TOTAL	150
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ASSESSMENT AND GRADING

All assignments and activities in this course total to 776 points. Points are distributed as follows:

Assignments	Points
Unit Exams	300 total (75 each)
Case Formulation Worksheets	200 total (25 each)
Discussion Posts	125 total (25 each)
Applied Project	100
Class Participation	30 (2 each)
PLNU Surveys	21
TOTAL	776

Grades will be based on the following percentages:

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

For each day an assignment is late you will lose 10%. After 7 days you receive a 0. I will not accept late assignments at the end of the semester.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

ONLINE ASYNCHRONOUS ATTENDANCE POLICY

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content.

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Students may be warned if they demonstrate a lack of academic activity. After a warning, students who miss more than one week of academic activity without prior approval and arrangements with the instructor may be de-enrolled or withdrawn from a course. If the date of de-enrollment is past the last date to withdraw from a course, the student will be assigned a letter grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed after the last date to withdraw from a course.

COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

In some courses, a portion of the credit hour content will be delivered asynchronously, and attendance will be determined by submitting the assignments by the posted due dates

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Life and Formation](#).

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include child maltreatment, depression, suicide, self-injury, and other mental health disorders. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Psychology, and I will support you throughout your learning in this course.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at the [Title IX Office | Get Help Now](#)

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ARTIFICIAL INTELLIGENCE (AI) SYLLABUS POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive,

and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

ASSIGNMENTS AT-A-GLANCE

You will have one assignment per week that goes along with the topic of the lecture and chapter that week. These assignments will require you read the textbook. Please see the Course Schedule (below) and Canvas for more information

Case Formulation Worksheets: You will be given a blank case formulation worksheet to fill in with a case study. Some weeks, these will be PDFs on Canvas and some weeks these will be characters/people in a book. See Course Schedule for details.

Applied Project: With a group, you will present an evidence-based approach to prevention or intervention that a) has been developed in accordance with principles of developmental psychopathology and b) has been (or has the potential to be) reverse-translated back to test or refine theories of development. I will provide these different interventions.

Unit Exams: Finally, the unit exams are meant to wrap up the unit you are learning about. It is suggested you use your groups as study groups.

Course Schedule

MODULE 1

Week 1: 1/11 Introducing the Domain of Developmental Psychopathology

REQUIRED:

1. Weis Ch. 1.3, Weis Ch. 2.1-2.3
2. Sroufe, L. A., & Rutter, M. (1984). The domain of developmental psychopathology. *Child Development*, 55, 17-29.
3. Sroufe, L. A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology*, 9(2), 251-268.

OPTIONAL:

1. Gottlieb, G. & Halpern, C. t. (2002). A relational view of causality in normal and abnormal development. *Development and Psychopathology*, 14, 421-435

- Rutter, M. (2013). Developmental psychopathology: A paradigm shift or just a relabeling? *Development and Psychopathology*, 25(4pt2), 1201-1213.

Due: Discussion Post #1

Week 2: 1/18 Risk & Resilience

REQUIRED:

- Walls, J. (2005). *The Glass Castle**
- Regional Research Institute for Human Services (2005). Resilience and recovery: Findings from the Kauai Longitudinal Study. *FOCAL POINT Research, Policy, and Practice in Children's Mental Health*, 19(1), 11-14

OPTIONAL:

- Cicchetti, D. (2010). Resilience under conditions of extreme stress: a multilevel perspective. *World Psychiatry*, 9(3), 145-154.

*you can watch the movie adaptation instead, but make sure your information is correct

Due: Case Formulation Worksheet: Risk/Resilience: Use Jeanette Walls.

Week 3: 1/25 Temperament and Attachment

REQUIRED

- Weis, Ch. 2.4
- Goldsmith, H. H. & Harman, C. (1994). Temperament and attachment; Individuals and relationships. *Current Directions in Psychological Science*, 3(2), 53-57.

OPTIONAL

- Cassidy, J., Jones, J., & Shaver, P. (2013). Contributions of attachment theory and research: A framework for future research, translation, and policy. *Development and Psychopathology*, 25(4, Pt 2), 1415-1434.
- Chronis-Tuscano, A., et al. (2009). Stable early maternal report of behavioral inhibition predicts lifetime social anxiety disorder in adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48(9), 928-935.

Due: Unit 1 Exam (Ch. 2-3)

MODULE 2

Week 4: 2/1 Intellectual Disability and Developmental Disorders

REQUIRED:

- Weis, Ch. 5, pp. 110-139, Ch. 7, pp. 207-226
- Karmiloff-Smith, A., Doherty, B., Cornish, K. & Scerif, G. (2016). Fragile X Syndrome as a multilevel model for understanding behaviorally defined disorders. *Developmental Psychopathology*, 1-13.

OPTIONAL:

- Deriziotis, P. & Fisher, S. E. (2017). Speech and language: Translating the genome. *Trends in Genetics*, 33(9), 642-656.

Due: Discussion Post #2

Week 5: 2/8 Autism Spectrum Disorder**REQUIRED:**

1. Weis, Ch. 6, pp. 151-172
2. Haddon, M. (2003). *The Curious Incident of the Dog in the Night-Time*.

Due: Case Formulation Worksheet: Autism. Use Christopher from *The Curious Incident of the Dog in the Night-Time*.

Week 6: 2/15 Autism Spectrum Disorder, cont.**REQUIRED:**

1. Elsabbagh, M. & Johnson, M. H. (2009). Getting answers from babies about autism. *Trends in Cognitive Science*, 14(2), 81-87.
2. Fountain, C., Winter, A. S., & Bearman, P.S. (2012). Six developmental trajectories characterize children with autism. *Pediatrics*, 129(5), e1112-e1120.

OPTIONAL:

1. Seltzer, M. M., Shattuck, P., Abbeduto, L., & Greenberg, J. S. (2004). Trajectory of development in adolescents and adults with autism. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 234-247.

Due: Unit 2 Exam (Ch. 5-6)

MODULE 3**Week 7: 2/22 ADHD****REQUIRED:**

1. Weis Ch. 8, pp. 232-251
2. Murray, A. L., Booth, T., Eisner, M., Auyeung, B., Murray, G., & Ribeaud, D. (2018). Sex differences in ADHD trajectories across childhood and adolescence. *Developmental Science*, 22(e12721). 1-11.

OPTIONAL:

1. Foley, M., McClowry, S. G., & Castellanos, F. X. (2008). The relationship between attention deficit hyperactivity disorder and child temperament. *Journal of Applied Developmental Psychology*, 29, 157-169.

Due: Discussion Post #3

Week 8: 2/29 Conduct Problems**REQUIRED:**

1. Weis, Ch. 9 (focus on pp. 265-291)
2. Patterson, G. R. (1996) Orderly change in a stable world: The antisocial trait as a chimera. *Journal of Consulting and Clinical Psychology*, 61, 911-919.
3. Campbell, S. B., Shaw, D. S., Gilliom, M. (2000). Early externalizing behavior problems: Toddlers and preschoolers at risk for later maladjustment. *Development and Psychopathology*, 12, 467-488.
4. Hinshaw, S. (2002). Process, mechanism, and explanation related to externalizing behavior in developmental psychopathology. *Journal of Abnormal Child Psychology*, 30, 431-446.

OPTIONAL:

1. Wakschlag, L. S., Tolan, P. H., & Leventhal, B. L. (2010). 'Ain't misbehavin': Towards a developmentally-specific nosology for preschool disruptive behavior. *Journal of Child Psychology and Psychiatry, 51*, 3-22.

Due: Case Formulation Worksheet: ODD
Unit 3 Exam (Ch. 8-9)

Week 9: 3/7 NO CLASS – SPRING BREAK

MODULE 4

Week 10: 3/14 Anxiety Disorders: GAD and separation Anxiety Disorders

REQUIRED:

1. Weis, Ch. 11
2. Bosquet, M. & Egeland, B. (2006). The development and maintenance of anxiety symptoms from infancy through adolescence in a longitudinal sample. *Development and Psychopathology, 18*, 517-550.

OPTIONAL:

1. Buss, K. A. (2011). Which fearful toddlers should we worry about? Context, fear regulation, and anxiety risk. *Developmental Psychopathology, 47*(3), 804-819.

Due: Case Formulation Worksheet: GAD

Week 11: 3/21 Anxiety Disorders: OCD and Panic Disorders

REQUIRED:

1. Weis, Ch. 11
2. Biederman, J., Petty, C. R., Hirshfeld-Becker, D. R., Henin, A., Faraone, S. V., Fraire, M., ... Rosenbaum, J. F. (2007). Developmental trajectories of anxiety disorders in offspring at high risk for panic disorder and major depression. *Psychiatry Research, 153*(3), 245–252. doi:10.1016/j.psychres.2007.02.016
3. Farrell, L., Barrett, P., & Piacentini, J. (2006). Obsessive-compulsive disorder across the developmental trajectory: Clinical correlates in children, adolescents, and adults. *Behaviour Change, 23*(2), 103-120.

OPTIONAL:

1. Weems, C. F. (2008). Developmental trajectories of childhood and anxiety: Identifying continuity and change in anxious emotion. *Developmental Review, 28*, 488-502.

Due: Discussion Post #4

Week 12: 3/28 PTSD and Maltreatment

REQUIRED:

1. Weis, Ch. 12 (full chapter)
2. Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., . . . Poulton, R. (2002). Role of genotype in the cycle of violence in maltreated children. *Science, 297*, 851-853.
3. Lang, A. J., Stein, M. B., Kennedy, C. M., & Foy, D. W. (2004). Adult psychopathology and intimate partner violence among survivors of childhood maltreatment. *Journal of Interpersonal Violence, 19*(10), 1102-1118.

Due: Case Formulation Worksheet: PTSD

Week 13: 4/4 Mood Disorders: Depression & Bipolar Disorders

REQUIRED:

1. Weis, Ch. 13 pp. 430-440 & Ch. 14 pp. 460-475
2. Duggal, S., Carlson, E. A., Sroufe, L. A., & Egeland, B. (2001). Depressive symptomatology in childhood and adolescence. *Development and Psychopathology, 13*, 143-164
3. Duffy, A., Horrocks, J., Doucette, S., Keown-Stoneman, C., McCloskey, S., & Grof, P. (2014). The developmental trajectory of bipolar disorder. *The British Journal of Psychiatry, 204*, 122-128.

OPTIONAL:

1. Hankin, B. L., Oppenheimer, C., Jenness, J., Barrocas, A., Shapero, B. G., & Goldband, J. (2009). Developmental origins of cognitive vulnerabilities to depression: Review of processes contributing to stability and change across time. *Journal of Clinical Psychology, 65*(12), 1327-1338.

Due: Case Formulation Worksheet: Depression

Week 14: 4/11 Severe Psychopathology: Schizophrenia and other severe disorders

REQUIRED:

1. Weis, Ch. 14 pp. 483-496
2. Arango, C., Fraguas, D., & Parellada, M. (2014). Differential neurodevelopmental trajectories in patients with early-onset bipolar and schizophrenia disorders. *Schizophrenia Bulletin, 40*(2), S138-S146. (this overlaps with next week too)

OPTIONAL:

1. Andreasen, N.C. (2012). The lifetime trajectory of schizophrenia and the concept of neurodevelopment. *Dialogues in Clinical Neuroscience, 12*(3), 409-415.
2. Tandon, R., Keshavan, M. S., & Nasrallah, H. A. (2008). Schizophrenia, "just the facts" what we know in 2008. 2. Epidemiology and etiology. *Schizophrenia Research, 102*(1-3), 1-18.

Due: Case Formulation Worksheet: Schizophrenia

Week 15: 4/18 Continuation of Mood Disorders and Severe Psychopathology

Due: Discussion Post #5 and Unit 4 Exam (Ch. 11-14)

Week 16: 4/25 Applied Project Presentations