



## Korea University International Summer Campus (KU ISC) 2018

*Embark on a unique summer*

June 26, 2018 ~ August 2, 2018

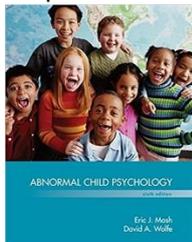
### ISC396 – Developmental Psychopathology/Child Abnormal

#### I . Instructor

Professor	Eric Youngstrom, Ph.D.
E-mail	<a href="mailto:eay@unc.edu">eay@unc.edu</a> (please use this and not my Gmail – I rarely check it)
Home Institution	University of North Carolina
Office	310 Woodang Hall
Office Hours	Tues-Thurs 11:30 to 12:30 and by appointment

#### II. Textbook

Required Textbook



Mash, E.J., & Wolfe, D.A. (2015). *Abnormal Child Psychology*. Sixth Edition. Belmont, CA: Wadsworth Publishing Company.

<http://www.amazon.com/Abnormal-Child-Psychology-Eric-Mash/dp/1305105427>

#### III. Course Description and Objectives

What is “ADHD”? How is depression different from feeling stressed? What is “bipolar disorder,” and how young could a person show it? How much do our genes control the way that our brains develop? What about our diet? Parenting? Culture? How would we decide when challenging events are a normal part of growing up, versus being something for which a person should get help? And how do we decide what would be helpful?

This course is for advanced level undergraduate students, particularly those interested in attending graduate school in a psychology-related field. The course provides an overview of several behavioral and emotional disorders of childhood and adolescence. Not all disorders of childhood and adolescence will be covered in the course. We concentrate on those disorders that are the most commonly diagnosed. (Some disorders not covered in this course are discussed in your course text if you are interested in reading about them, and some of these are available for topics for your paper and presentation.)

The course focuses on the description, assessment, epidemiology, etiology and treatment of each disorder. We also spend a lot of time comparing and contrasting different ways of classifying what is happening with youths and families, and unpack some of the consequences of different models and their assumptions.

**Objectives:** My aim is that you will find this course to be one of the most interesting, challenging, and valuable courses you will take during your undergraduate career. In addition, the course is designed to introduce skills that students will need as they pursue a degree in professional psychology and related disciplines. Specifically, the course is structured so that at the end of the semester each student should be able to:

- think like a scientist who works in the field of child and adolescent psychopathology
- identify leading theories concerning the etiology of various child and adolescent disorders
- articulate current problems in diagnosing and treating child and adolescent psychopathology
- apply a scientist-practitioner model when conceptualizing a case
- take a more active role in your learning experience by participating in class discussions and exercises – this may be the most different from classes you have taken in your home country

Because we have only 6 weeks to cover the entire field of developmental psychology, our consideration of most topics must be selective and brief. After this course, you should be familiar with crucial basic principles and concepts, preparing you for further study in more advanced psychology courses. I also hope that this course will increase your curiosity and your interest in the field of psychology. In order to make this a stimulating course, you need to contribute your time, effort, attention, and your genuine curiosity. I want your active involvement.

This semester will also provide an opportunity to learn and discuss how aspects of human development, along with mental health treatment, are different in Asian countries, such as Korea, compared to the Western countries that provided much of the research information for the first century of modern scientific study of human psychological development. We use some in-class projects and exercises to explore similarities and differences between Korea, the USA, and other countries.

#### IV. Grading

Exams	<ul style="list-style-type: none"> <li>• 80% of the grade will be exams, and 20% will be assignments in class or homework</li> <li>• I will drop your lowest exam grade. Your final grade in this course will be based on your average score across your three highest exam grades. Example: If you score a 97, 85, 88, and 62, I will drop the 62, and your final average will be a 90. If you need to miss an exam for any reason, you may use the 0 on this exam as your lowest grade to drop, and your final grade will be based on the three tests you completed.</li> <li>• No make-up exams will be given.</li> <li>• Each exam will be given during the lecture period specified on the last page of this syllabus.</li> <li>• Grades will be posted by student ID. Exams will not be returned to keep. I will leave some time to allow students to review the Exam Key and ask questions on the class day after the exam and review their exam answers. Further review of exams may be done during office hours or by appointment.</li> </ul>
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<p>Extra credit (for attending a lecture and writing a brief reaction paper) (OPTIONAL)</p>	<p>If you attend the lecture (time and date to be announced later) and write at least 2 paragraphs reaction paper and email it by <b>July 28</b> to <a href="mailto:eay@unc.edu">eay@unc.edu</a> you will receive <b>3 bonus points</b>.</p> <ul style="list-style-type: none"> <li>• Remember to include your name, KU ID, and class section (396A) on the email. This will be a talk by a North Korean defector, as well as some information on PSCORE organization (a nongovernmental organization with consultative status to the United Nations which aims to raise awareness of human rights issues, performs some rescue operations, and also offers educational support to defectors).</li> </ul>
<p>Extra credit making PowerPoint Slides on Class Topic of Choice (OPTIONAL)</p>	<p><b>Extra Credit (Optional) Due by email to <a href="mailto:eay@unc.edu">eay@unc.edu</a> on July 28 at 23:30 local time</b></p> <ul style="list-style-type: none"> <li>• Build a PowerPoint slide that adds new information about a topic discussed in class, focusing on Asian cultures or countries (Korea, China, Vietnam, Singapore, etc.) and comparing them to other countries</li> <li>• You may pick the specific topic (if you do more than one slide, each one has to be on a different topic)</li> <li>• You will receive up to 3 points of extra credit per slide (3 slides maximum per person, max of 3 points) (These points will go into your cumulative exam total points prior to averaging the top three exam scores, with a divisor of 300 points) Each slide will be graded as follows: <ul style="list-style-type: none"> <li>○ 25% following guidelines</li> <li>○ 50% for new material (presented in an interesting and easy to read way, and accurately summarizing the main findings in a sentence or two in the "Speaker Notes" field of Powerpoint)</li> <li>○ 25% for documenting sources (in the "Speaker Notes" field or bottom of the slide)</li> </ul> </li> <li>• Slides must be written in English</li> <li>• Slides should use the Extra Credit sample file uploaded for the course (for consistent background)</li> <li>• Slides <u>must</u> include the source information (web address, journal article citation, book citation) so that the information could be found again and checked</li> <li>• Okay to include clip art or pictures if they are not copyrighted</li> <li>• Files submitted as .ppt or .pptx by email to eay@unc.edu (If you do not hear from me by Monday Aug 1, please confirm with me that I received your slides....last year there were some typos in the email address people used, and some people submitted their slides to the <b>other</b> Dr. [Jennifer] Youngstrom!) <i>If you need to resubmit, you'll need to show me or forward to me the original dated email that met the deadline..</i></li> </ul>
<p>Additional Notes</p>	<p>Grades will be posted by student ID. Exams will not be returned to keep. I will leave some time to allow students to review the Exam Key and ask questions on the class day after the exam and review their exam answers. Further review of exams may be done during office hours or by appointment.</p>

	<b>Grading scale:</b>
	100 to 95                      A+
	94 to 90                        A
	89 to 85                        B+
	84 to 80                        B
	79 to 75                        C+
	74 to 70                        C
	69 to 65                        D+
	64 to 60                        D
	59 to 0                         F

## V . Class Outline

Please read the chapters for class **prior** to the lecture on the topic. This will allow class to serve as a review, and you'll be in a better position to ask questions and discuss.

Date	Topic	Remarks
June 26 (Tue)	(ISC General Orientation)	
June 27 (Wed)	Introduction to course/ Meet your vignette / Normal and abnormal behavior (Ch. 1)	
June 28 (Thu)	Intro to normal and abnormal behavior in children and adolescents (Ch. 1)	
June 29 (Fri)	Theories and causes (Ch. 2)	
July 2 (Mon)	Nature vs. Nurture – Supertasting & single gene conditions <b>***Class Survey Due by end of July 1</b>	
July 3 (Tue)	Research; Correlation vs. causation (Ch. 3)	
July 4 (Wed)	<b>Exam 1 (Covers Ch. 1, 2, 3, plus lecture)</b>	EXAM 1
July 5 (Thu)	Assessment, Diagnosis, Treatment (Ch. 4)	
July 9 (Mon)	Category or Continuum?	
July 10 (Tue)	ADHD (Ch. 8)	
July 11 (Wed)	ADHD & Treatment (Ch. 8)	
July 12 (Thu)	<b>Exam 2 (Covers Chapters 4 &amp; 8, plus lecture)</b>	EXAM 2
July 16 (Mon)	Disruptive Behavior Disorders (Ch. 9)	
July 17 (Tue)	Oppositional Defiant Disorder, DMDD, Conduct Disorder (Ch. 9)	
July 18 (Wed)	Conflict in Families – ***Emery Reading*** Anxiety & Obsessive-Compulsive Disorders (Ch. 11)	
July 19 (Thu)	Depression (Ch. 10)	
July 23 (Mon)	<b>Exam 3 (Covers Chapters 9, 11, Emery, plus lecture)</b>	EXAM 3
July 24 (Tue)	Bipolar Disorder (Ch. 10, ***Youngstrom et al., "Myth or Reality?")	
July 25 (Wed)	More on mood disorders, Tripartite Model; sleep	
July 26 (Thu)	Feeding and Eating Disorders (Ch. 14)	

July 30 (Mon)	Trauma and Stressor-Related Disorders; Abuse & Neglect (Ch. 12). <b>****Deadline for Extra credit to be done July 28; slides, or comments on NK talk if scheduled this year</b>	
July 31 (Tue)	Discussion of Vignettes; <b>Exam 4 (Covers Ch. 10, 12, 14, Youngstrom, plus lecture)</b>	FINAL EXAM
Aug 1 (Wed)	Celebrate!	
Aug 2 (Thu)	Optional: Contact professor if you would like to meet	

**Academic Integrity** Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses and the university policies will be followed if breaches do occur. *For example, you may not bring class notes to exams, copy from classmates or attempt to, or share exam material with others. You may not use your phone during class to text, talk, play games, or anything else. If you must bring your phone to class, please have it off. If you are using your laptop, you should be looking at class slides, not surfing the internet or emailing. To do so is distracting and disrespectful to your classmates and to the Professor.*