

**Psychology 4410: Advanced Topics in Developmental Psychology:
Temperament and Child Behavior Problems
Spring 2016**

Lecture: **Tuesdays and Thursdays from 11 AM-12:20 PM
University Hall 09**

Lab: **Wednesdays from 4-5:50 PM
University Hall 25**

Instructor: Jeff Gagne, Ph.D.

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Office Hours: 12:30-1:30 PM Tues and Thurs or by appointment

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GTA Office Hours: 2:30-4 PM Thurs or by appointment

Class Website: <https://elearn.uta.edu>

COURSE DESCRIPTION:

Goals and Objectives –

1. To understand basic theoretical and empirical issues about temperament and psychopathology in children.
2. To gain a deeper appreciation of what constitutes the research process in the areas of temperament, behavior problems, and developmental psychopathology.
3. To improve skills in writing/rewriting/editing via course activities.
4. To gain experience explaining academic topics to peers and making oral presentations using PowerPoint.
5. Students will read several research articles, book chapters, and a non-fiction memoir about the struggle one father has with the adolescent depression and bipolar disorder of his son and daughter. Throughout the course, we will analyze and critically evaluate the literature, and students are expected to contribute in class discussions.
6. This course should be excellent preparation for advanced seminar courses in psychology graduate programs.

Course Components and Organization –

Attendance and Participation- I do not plan to take attendance in lecture or lab, but attendance will be extremely beneficial. Students are responsible for announcements and assignments made in class and lab, and there will be a quiz that covers the content from all in-class student presentations at the end of the semester. Students are expected to attend all presentations and provide peer reviews. I will be making the final determinations of presentation grades, but peer reviews will be considered. I will make announcements and distribute material via the class email list and the Blackboard class website. Part of

your grade will be based on participation in class.

Students will be expected to make specific written comments on the readings each week directly to the lab TA (comments will be submitted via Blackboard or email and students should bring a copy of their comments to lab). Students will also respond to their peers' comments in lab each week. Each student must submit 3 written questions/comments per week (due by 5 PM every Tuesday), and provide 2 verbal responses/reactions to peers' questions/comments in lab, and both will be used as a springboard for lab discussion. Each student will be graded on the quality of both written comments and verbal responses. Format will be discussed in our early class meetings.

Content - The course lectures begin with an overview of the history of temperament theory and research. Then we will cover internalizing and externalizing behavior problems and associations with specific aspects of temperament. Developmental psychopathology research methods and specific disorders will then be described. Links between temperament dimensions and disorders will also be presented. We will then read and discuss Paul Raeburn's memoir. The course will end with several weeks of in-class presentations.

During lab we will discuss contemporary methods in developmental science, assigned readings, and important concepts in psychological research. Students' weekly written questions/comments will be used by the TA to facilitate lab discussion and students will be expected to provide verbal responses/reactions to peers' questions/comments in lab. Lab content will include workshops and class exercises on how to read and evaluate a research article, how to write a lit review, how to produce an effective PowerPoint presentation, and exam reviews. We will also occasionally include films, film clips, and guest speakers (advanced grad students, the psych librarian, other faculty, etc.) in lab.

REQUIRED COURSE MATERIALS:

Pennington, B. F. (2002). *The Development of Psychopathology: Nature and Nurture*. New York: Guilford Press.

Raeburn, P. (2005). *Acquainted with the Night: A Parent's Quest to Understand Depression and Bipolar Disorder in His Children*. New York: Broadway Books.

Selected research articles and other supplementary sources (provided in PDF form on Blackboard)

Blackboard: Much of the course material will be made available online at Blackboard.

ASSIGNMENTS AND GRADING:

Your grade for this course will be determined by your participation in lab discussions, comments and responses regarding the readings, and performance on the mid-term, the quiz, and the presentation/paper assignment. Detailed instructions for the paper/presentation assignment will be given in class and posted on Blackboard.

Exams: There will be one mid-semester exam and a quiz that covers student presentation

content later in the semester. Exam and quiz format will be covered in class.

Presentation Assignment: One of the goals of this course is to help you think critically about the science of psychology. The presentation assignment involves a critical review of the literature in an area of temperament and psychopathology research of your choosing. You will be expected to use 5-10 references in your presentation. These references should be empirical research articles from peer-reviewed psychology journals. It is not acceptable for you to use review articles only. The presentation should be around 15 minutes long and in it you should present and critically evaluate research studies in your area. Be prepared to answer the questions of your peers and the instructor.

Paper: The paper will be based on the **same content as the presentation**. A draft of the paper will be due in lab on Wednesday, April 20th. The final paper is due on Thursday, May 5th.

Grading:

Mid-term exam: 125 points (25%)

Quiz on presentations: 25 points (5%)

Presentation Assignment: 125 points (25%)

Paper: 125 points (25%)

Participation (includes in-class discussion, formal comments and responses regarding the readings, and peer reviews of presentations): 100 points (20%)

Note: Participation is not an issue of how much you talk in class or write in your submissions. The quality of your comments is important, so be cogent and thoughtful (students *can* lose points for making *too many* inappropriate comments).

Extra Credit: There will be two opportunities for extra credit in this course. The first involves submitting brief video clips to the professor for use during lecture. Clips should be approximately two minutes in length and should not be offensive. The preferred content will be depictions of course concepts in popular cultural forums such as film, television, literature or music. Students should not submit clips that reflect course concepts that we have already covered. Students are only allowed to submit (and receive credit for) one clip per week. The general idea is to have something fun to share with the class that relates to our course as a break from lecture. The second extra credit opportunity will be a brief paper assignment that will be graded pass/fail. The content of the extra credit assignment will be decided by mid-semester. Each total extra credit value is typically calculated as equivalent to 2% of the final grade (students can participate in both opportunities).

The University of Texas at Arlington Library:

I strongly encourage students to use the library as a resource for searching for articles, books, book chapters and other materials required for assignments. In addition, our subject librarian can be very helpful to students.

UTA Library: <http://www.uta.edu/library/>

Library databases (including PsycINFO) can be found here: <http://libguides.uta.edu/az.php>

The Psychology librarian is Peace Ossom Williamson:

<http://library.uta.edu/staff/peace-ossom-williamson>

Attendance: At the University of Texas at Arlington, taking attendance is not required.

Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. See course-specific policy above.

E-MAIL & BLACKBOARD COMMUNICATIONS:

When communicating with instructors and other professionals, you are expected to communicate in a professional and formal manner. This includes addressing your audience using their proper title (hint: my title is not "Mr."), using proper grammar, and using proper spelling. Indeed, how you deliver your message is often as important as the message itself. Thus, I expect you to communicate professionally when e-mailing me (and to use your grammar and spell-check functions before you send me an e-mail).

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Important information will be sent via Blackboard. With this in mind, you should either routinely log into Blackboard or forward your Blackboard messages to your e-mails. *I will not answer messages sent via Blackboard. Please send all e-mails to my faculty e-mail address jgagne@uta.edu.*

POLICIES AND SPECIAL CIRCUMSTANCES:

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

For this semester, *the drop date is 4:00 PM (CST) on Friday, April 1st*. Students who drop a course on or before the Last Drop Date will receive an automatic grade of "W" on their student record by MyMav.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to

discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Violations to the academic integrity policy will affect the course grade dependent on the seriousness of the violation, and will be handled on a case-by-case basis.

Incompletes:

Incompletes will only be given under extenuating circumstances and must be discussed with the instructor BEFORE the last day of the semester. The grade of incomplete will be assigned only if the student has encountered circumstances beyond his or her control and the student's previous actions have not created these circumstances. The assignment of

this incomplete grade will be made at the decision of the instructor after consideration of the facts as presented in a written request from the student. An incomplete will not be awarded merely to allow more time to complete course assignments or to avoid an undesirable grade. Please do not ask me to do otherwise.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the front of the class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk-in **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for

graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Schedule

Disclaimer – This syllabus is a general guide, and certain topics covered in the course may take longer or less time than planned. This disclaimer does not apply to exam, quiz and paper due dates.	
DATE	TOPIC
Tuesday, 1/19	Course Introduction; Temperament Theory and Research
Thursday, 1/21	Temperament Theory and Research
Thursday, 1/21	LAB-Introductions; How to read and analyze a research article
Tuesday, 1/26	Internalizing and Externalizing Behavior Problems
Thursday, 1/28	Internalizing Behavior Problems and Temperament
Thursday, 1/28	LAB-Article Review
Tuesday, 2/2	Externalizing Behavior Problems and Temperament
Thursday, 2/4	Developmental Psychopathology: Fundamental Issues
Thursday, 2/4	LAB-Article Review; Presentation/Paper Assignment Outlined, Previews and list of sample topics provided
Tuesday, 2/9	Developmental Psychopathology: Fundamental Issues
Thursday, 2/11	Developmental Psychopathology: Methods
Thursday, 2/11	LAB-Article Review
Tuesday, 2/16	Developmental Psychopathology: Methods
Thursday, 2/18	Developmental Psychopathology: Disorders of Motivation
Thursday, 2/18	LAB-Article Review; Discussion of Ethics
Tuesday, 2/23	Developmental Psychopathology: Disorders of Motivation
Thursday, 2/25	Developmental Psychopathology: Disorders of Action Regulation
Thursday, 2/25	LAB-Article Review; Discussion TBA
Tuesday, 3/1	Developmental Psychopathology: Disorders of Action Regulation
Thursday, 3/3	Developmental Psychopathology: Disorders of Language and Cognitive Development
Thursday, 3/3	LAB-Article Review
Tuesday, 3/8	Developmental Psychopathology: Disorders of Language and Cognitive Development; Exam Review
Thursday, 3/10	Mid-term Exam
Thursday, 3/10	No LAB
Tuesday, 3/15	Spring Break
Thursday, 3/17	Spring Break
Tuesday, 3/22	Genetic Approaches
Thursday, 3/24	Genetic Approaches
Thursday, 3/24	Choice of presentation topic due; Exam Office Hours
Tuesday, 3/29	Gender Differences
Thursday, 3/31	Gender Differences
Thursday, 3/31	LAB-Presentation Workshop; Assign Dates
Tuesday, 4/5	Discussion of Acquainted with the Night

Thursday, 4/7	Discussion of Acquainted with the Night
Thursday, 4/7	LAB-Central Library Visit
Tuesday, 4/12	Presentations
Thursday, 4/14	Presentations
Thursday, 4/14	LAB-Paper Workshop; Writing Center presentation
Tuesday, 4/19	Presentations
Thursday, 4/21	Presentations
Thursday, 4/21	LAB-Rough draft of paper due
Tuesday, 4/26	Presentations
Thursday, 4/28	Presentations
Thursday, 4/28	LAB-Presentations
Tuesday, 5/3	Presentations
Thursday, 5/5	Presentations; Quiz on student presentations; Paper due
Thursday, 5/5	LAB-Presentations
*Supplementary research articles and other sources will be presented in lecture and will be available in PDF form on Blackboard. All of the Developmental Psychopathology classes will have assigned chapters from Pennington's book as well as research articles.	