

PSYCHOLOGY 363
Developmental Psychopathology
Spring 2018

Class time: TuF, 2:30-3:50

Location: LBC 315

Instructor: Dr. Rachael D. Reavis

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Office: LBC 305

Office Hours: Go to rachaelreavis.youcanbookme.com to schedule an appointment. If none of the times work or you need to schedule something farther out, please email me with multiple available times so we can quickly schedule something that works for both of us.

TEXTBOOKS:

Required:

Bernheim, K., Rescorla, L., & Rocissano, L. (2010). *The Lanahan Cases in Developmental Psychopathology, 2nd Edition*. Baltimore: Lanahan Publishers, Inc.

Kerig, P., & Wenar, C. (2005). *Developmental psychopathology (5th ed.)*. Boston: McGraw Hill.
(There is a newer edition of this book, but it is much more expensive without a lot of updated information.)

Walls, J. (2006). *The glass castle*. New York: Schribner.

Optional:

American Psychiatric Association (2013). *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition)*. Washington, DC: American Psychiatric Publishing.

*Course documents and additional readings (listed on schedule) can be found on Moodle.

Nearly all of the great systematizers in psychology, psychiatry, and psychoanalysis have argued that we can **learn** more about the **normal functioning** of an organism by **studying its psychopathology**, and likewise, more about its **psychopathology** by **studying its normal condition**.

Dante Cicchetti (1990, p. 263)

The major premise of the developmental psychopathology perspective is that **psychopathology develops**. Moreover, it develops according to the **same principles that govern all aspects of human development**, whether it is the human embryo, the brain, normal capacities such as the ability to regulate emotions or engage in competent social relations, or the development of the personality.

L. Alan Sroufe (2013, p. 1215)

COURSE DESCRIPTION & OBJECTIVES:

My primary goal for this course in developmental psychopathology is to introduce you to research, theory, and clinical evidence about developmental pathways that result in maladaptive behavior in childhood and beyond. Although this is a lifespan perspective, the main focus of the course will be on childhood and adolescence. The course will be run in a conference-lecture format. In practice, this means that I will lecture when I feel it is needed to provide the necessary background and foundation for our discussion and when it is useful in answering the questions you raise, but I expect you to ask questions, comment, and come to class prepared to engage in discussion. You will be making a few formal presentations throughout the semester so that you have an opportunity to share your thoughts about our research articles and your service learning placements, and get feedback on your conceptualization and presentation skills.

SPECIFIC COURSE GOALS

By the end of the semester, you should be able to:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder.
2. Understand the developmental psychopathology framework and appreciate the complex interplay between normative and non-normative development.
3. Understand the role of risk and protective factors in development and in the development of psychopathology in particular.
4. Understand the role of prevention and intervention in child and adolescent mental health.
5. Describe and evaluate current diagnostic criteria for the major groups of disorders relevant to child and adolescent populations.
6. Identify and apply major theoretical approaches to understanding and treating disorders.
7. Describe and evaluate empirical methodologies relevant to the study of psychopathology.
8. More fully empathize with individuals living with psychological dysfunction.

EARLHAM LEARNING GOALS

- **Communicate**
 - Students will communicate their knowledge and critical thinking through a variety of means, including class discussions, journals, several papers, and class presentations.
- **Investigate**
 - Students will investigate a topic of their choosing that is not covered in class. They will also investigate an additional topic relevant to their placement and class material.
- **Integrate**
 - Students will integrate their field/service-learning experience with class material and readings.
- **Diversify**
 - Students will have the opportunity to push themselves out of their comfort zones, either by working with populations with which they are unfamiliar and/or by taking on responsibilities in the placement. Students must take it upon themselves to expand their experiences through the service-learning placement.
- **Reflect**
 - Students will reflect on their experiences in the service-learning placement, including reflecting on their own values, goals, and assumption
- **Apply**
 - Students will apply what they have learned about psychopathology to specific cases in their reading, during class, and through their service-learning placements.

COURSE CREDIT EXPLANATION

This is a 4-credit course. The expectation of credit hours is [defined federally](#) and states that there are two hours of outside work per hour of class. The first three credits are for our class time (3 hours per week) plus reading, writing, and preparation outside of class (6 hours per week). The fourth credit is for your service-learning placement. Your volunteer hours (2 hours per week) plus journal writing (1 hour per week) fulfill that credit. Thus, the expectation is that you are in class, volunteering, or working on assignments 12 hours per week for this course.

EVALUATION

DISCUSSION LEADING.

Regardless of whether you are more interested in the research or clinical aspects of developmental psychopathology, to be an informed scholar or clinician you need to be able to read and interpret empirical research. To help you develop your skills in this area, **twice** during the semester you will be asked to closely analyze one of our additional readings.

- For almost every topic, we will be reading an empirical or theoretical article in addition to our chapter reading. Although everyone is expected to read these articles each week, **twice** during the semester, you will be asked to lead discussion for that article with 1-2 of your classmates. You will have a 50- to 75-minute period to lead discussion. Some of the articles will have fairly straightforward methods sections, but some of them will be complex. There will be walkthrough videos on Moodle to help you interpret the paper. In some cases, I will also begin the class by clarifying any questions you have about the methods. You should **consult the rubric** and see me with any questions. ***Discussion leaders are expected to meet in advance and plan out discussion.*** (Leaders should look for times to meet with me—and book that time—a week before you need.) Further, no later than 11:59 pm the night before your group leads discussion, you will need to submit (on Moodle) a **discussion-leading document**. This document should explain in 1-2 well-thought-out paragraphs what your **goals** are for discussion, what **themes** are important and why, what **insights** you want your classmates to have, etc. On the day of discussion, leaders may need to provide a **2-4 sentence reminder** about the results of the main study, but it should not be longer than that. Trust that your classmates have read the article and just need a refresher.
- This assignment is meant to give you the opportunity to **communicate** empirical research in a concise and clear manner free of jargon. You are also expected to **facilitate** your classmates' opportunities to **communicate**. You will also demonstrate your ability to **integrate** by drawing clear connections between the article and class material in both your discussion questions and guidance of the discussion.
- **Your discussion leading will account for 10% of your grade.**

RESEARCH PAPERS INFOGRAPHICS.

Three times during the semester when you are not leading discussion, you will either work toward or create an infographic about the article.

- 1) The first time, you will submit a list of several points you would make if you were making an infographic. You should have a “big idea” that you want to share succinctly – most likely through your title. You should then have a couple of points about why this big idea is important, how they did it, what the results are, what the **implications** of those results are, and then the caveats – what were a couple of weaknesses that make us qualify the results. Your points need to be **succinct**. You will then describe what your infographic would look like. What types of visuals would you use and why? You will need to schedule an individual consultation with Kate Blinn before your first assignment is due. Write the date of your meeting in your infographic document. **This accounts for 3% of your grade.**
- 2) The second time, you will submit the same as above, plus you will submit 2-3 elements as an infographic. That is, you do not need to create a whole infographic about the article, but you need to pick a couple of the points you want to make and submit those as they would appear on a full infographic. Thus, you will have a full description of your infographic and then 2-3 elements presented as an infographic. **This accounts for 5% of your grade.**
- 3) The third time, you will submit a complete infographic covering the areas above. You will receive feedback on your infographic and then will submit it again. The grades of your initial draft and your rewrite will be averaged to **account for 7% of your grade.**

Your assignments (with the exception of the rewrite) will be due on Moodle **by class time** on the day it will be discussed. You should bring your assignment to class to refer to during discussion. The due date of your rewrite will be one week after you receive feedback.

- This assignment gives you the opportunity to **communicate** empirical research clearly in a formal writing assignment. You should demonstrate your ability to discuss the article with others in the field (in this case, me). You will also demonstrate your ability to **investigate** by showing that you can understand and critically analyze the course reading.

GLASS CASTLE PAPER.

We will be discussing the memoir *The Glass Castle*. Jeannette Walls had an unusual and stressful childhood, experiencing many factors that put individuals at risk for developing psychopathology. We will use this memoir to discuss risk and resilience as well as the fact that risk is probabilistic and not deterministic. After this discussion, you will write a paper (3-5 pages) addressing the memoir in light of class and reading material. The paper will be **due on 2/25**.

- You will demonstrate your ability to **communicate** in this semi-formal paper. That means you will demonstrate your ability to communicate your analysis, but you will also communicate your own thought process and reaction. Related, you will **reflect** on your reactions to Jeannette’s experiences and how they help you to understand risk and resilience. You will **apply** your knowledge from class and readings to Jeannette’s case, demonstrating an ability to identify course concepts as they play out in the “real world” and to be critical about the ways in which theories may not fully explain each individual case.
- **This paper will account for 10% of your grade.**

TOPIC OF INTEREST PAPER.

There are many topics in developmental psychopathology that we will not have time to cover during the semester. In this paper, you will have the opportunity to **explore a topic** we haven't covered. You have a lot of freedom in the topic you select. You'll need to let me know your **topic by 1/30** and the **paper is due on 3/11**. You could choose a topic in our book that we aren't covering, such as traumatic brain injury. You could also choose a controversy and explore it. For example, are stimulant medications over-prescribed? If so, what are the contributing factors? Is there empirical evidence that they are over-prescribed or is this a perception without convincing evidence? These are just two examples among many of topics you can explore. This should be a 5- to 7-page paper and should include at least **five references**. (Excellent papers may have more.) At least four of the references should be from peer-reviewed journals. At least two should be original empirical articles (describing a study conducted by the author). The others can be literature reviews if you prefer. See the rubric and guidelines for further information.

For students who would like a more creative option, I would also be open to projects such as podcasts, videos, posters, or other types of work. If you are interested in an alternative approach, please provide your detailed thoughts about what kind of project you would execute when you turn in your topic. There will not be a pre-existing rubric for non-paper projects. You should schedule a meeting with me to discuss it further if you'd like to try something a little different. The reference number requirement will remain the same.

- You will demonstrate your ability to **communicate** about a complex topic or controversy in a formal writing assignment, using clear and concise language as you build a convincing argument. You will **investigate** a topic of your choosing. You should demonstrate curiosity and select a topic that you have genuine interest in. You will demonstrate your ability to collect and evaluate multiple pieces of evidence and to **integrate** the knowledge you gain from multiple sources.
- **This paper (or other project) will account for 15% of your grade.**

ASSESSMENT & DIAGNOSIS PAPERS.

In class, you will conduct an "assessment" of a hypothetical child. We will try to mimic a real-life assessment as much as possible. This means that you will be constrained by time and resources and will have to decide which assessments to get. The point of the exercise is to expose you to some of the complexities of real-life assessment, which rarely follows the neat classifications suggested by texts. You will write a reaction (3- to 4-pages) to this assessment after we conduct it, which will be **due 2/11**. We will conduct the assessment after discussing diagnosis issues but before examining individual psychopathologies in detail. We will conduct a second assessment at the end of the semester after you've had more exposure to specific psychopathologies. You will turn in another short reaction paper (3- to 4-pages, **due 4/15**) after the second assessment. In the second paper, you will discuss whether your approach to assessment has changed over the course of the semester.

- The main goal of these assignments is to give you an opportunity to **apply** course material, including your knowledge about assessment to a case. Rather than having someone else explain the case conceptualization, you will get the opportunity to demonstrate your ability to conceptualize a case and to understand factors that influence a case, and your perception of it. You will **communicate** your thought process and **reflect** on the process in these reflection papers.
- **Assessment papers will account for 10% of your grade.**

ATTENDANCE, PARTICIPATION, & QUIZZES.

Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. I also reserve the right to give pop quizzes during the semester over your reading. These will be open-note, but not open-book. Pop quizzes will be one or two questions, which should be easily answered if you did your reading, particularly if you took notes. I have never actually had to give a pop quiz, because students tend to take responsibility for their reading. I trust the same will be true this semester.

- Participation gives you the chance to **communicate** and to **investigate** by inquiring about topics and sharing your analysis.
- **Attendance, participation, and quizzes will account for 5% of your grade.**

FIELD PLACEMENT.

To enhance your understanding of developmental psychopathology you will spend **two hours per week** as a volunteer in a local agency serving typically or atypically developing children or adolescents or serving adults with mental or cognitive health problems. You may want to contact Jana Schroeder, Director of Civic Engagement to register as a volunteer and to investigate volunteer opportunities in the community. I have attached a list of recommended sites that includes a brief sketch of the placement and a contact person. When you set up your placement, please let the contact person know that you are participating in a class and verify that the placement will include interaction or observation, rather than solely secretarial work. The goals and expectations for the placement are outlined to help facilitate this discussion. You are responsible for making contact and setting up your placement, but I will help in any way that I can. **You need to make first contact (not first attempt – actual contact) by 1/19, and have your placement finalized by 1/26.** You are expected to make **10 visits of 2 hours each** to your placement over the course of the semester. As there are 15 weeks in the semester, you cannot do more hours a week for fewer weeks. It's important to be at your placement site for 10 weeks so that you have time to get to know the clients over a longer period, so that you see a wider variety of behavior (from both staff and clients), and so that you can connect your experience to class material as we go along. However, you will not be penalized if you complete all of your hours in 9 weeks. If you complete all of your hours (20) in fewer than 9 weeks, there will be a grade penalty. (There will also be a grade penalty if you do not complete all of your hours. Your maximum grade will be the percentage of hours you completed – thus, if you complete 18 of 20 hours, the highest grade you can earn is a 90.) If you have access to a car, you can arrange your visits at a time that is convenient to both yourself and the agency. ***If you do not have access to a car, you will need to use the Earlham shuttle.*** Please review the CCCE Shuttle Information (hours, regulations, etc.) **before contacting your placement:** <http://earlham.edu/community-engagement/community-engagement-shuttle/> You will be required to keep a log of your hours (signed by someone at your placement) and a journal of your weekly experiences. **If you fail to have someone sign your log, you will not be able to count those hours.** You must submit your **signed** time sheet **every week**. If you forget to hand in your time sheet, you can hand it in at a later date (for a small penalty). Repeated failures to turn in your timesheet promptly will seriously negatively affect your grade. Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (**while preserving confidentiality.**) They may be brief (1.5-2 pages per week, typed), but should demonstrate your ***efforts to integrate your field experience with what you have learned in class each week.*** They should include ***critical reflections*** on your experiences. (For example: What are you learning in your visits & how does it compare to class? What do you wonder about? What do you think of the program in which you are placed? Are the individuals getting the kind of help they need?) Most weeks, you will have **prompts** that you should respond to **in addition to observations** you are making. You will also be required to do some look up relevant empirical and theoretical articles related to what you are seeing in your placement. These will help you write your final paper (see below, #8). You will be asked to ***turn in your journals at five points during the semester.*** Journals should be uploaded to Moodle by 11:59 pm on the due date.

- Your field placement gives you the opportunity to **diversify** your experiences. You should demonstrate a willingness to embrace your placement experience. You should seek out opportunities that challenge you, whether in the placement you select, your interactions at your placement, or both. You will have several opportunities to demonstrate your willingness and ability to **reflect** on your experiences, your values, your career aspirations, and how those intersect with your education and placement experience. You will also have the opportunity to **apply** and **integrate** your knowledge with what you observe in your placement.
- **Your field placement and journal writing will account for 15% of your grade.**

FINAL PAPER.

To integrate your fieldwork and your coursework, you will be asked to write a final paper that is based on both. Your 10- to 12-page paper will **apply a developmental psychopathology framework** to some aspect of your fieldwork. You could present a case that illustrates concepts/models/pathways we discussed in class; you could discuss the risk and resilience you see in your placement in the context of research; you could discuss equifinality and multifinality in your placement; you could critically evaluate the treatment program you observed; you could propose an ideal treatment/prevention program that would benefit the individuals you observed; or you could develop a social policy proposal addressing needs or problems you encountered in your fieldwork. The paper should include reference to class materials (clearly showing an understanding of the DP framework), your placement, and additional research on your chosen topic. You will need at least **seven** resources, at least **five** of which must be **peer-reviewed empirical or theoretical articles**. At least **two** of those must be empirical articles (original research) not covered in class. **Keep in mind that your final paper is serving as your final exam, and should clearly demonstrate that you have accomplished the goals set forth in the course.** This paper will include formal writing and argument (unlike your journal responses, which are somewhat informal). You will tell me your general topic on **4/1**, and will turn in an outline for feedback on **4/22**. Your paper is due on **5/2**.

- All goals (including Earlham Learning Goals, Psych Department goals, and Specific Course Goals) in the class are relevant to this paper. You should review all of them before beginning your paper and after you complete your first draft.
- **Your final paper will account for 15% of your grade.**

PRESENTATION.

On the last day of class (**4/27**) or on exam day (**5/2**), you will make a 10- to 15-minute presentation to the class. Your presentation can be about your placement/final paper, about your topic of interest paper, or a combination of the two. The decision is up to you. People who are presenting on similar topics or about similar placements should consult so that the presentations are not redundant. You can use a PowerPoint presentation if you want, but this is more of an **informal presentation** that is meant to be an educational experience for your classmates and an opportunity to have a conversation about your experiences and knowledge. That is, you should prepare for it, know what you're going to say, and be thoughtful, but also be relaxed and really think of it as a conversation. You should let me know your topic by **4/10**.

- This assignment will give you the opportunity to **communicate** about your placement and/or topic of interest in a way that demonstrates your ability to **integrate** and **apply** course material and outside information (whether through the topic of interest or through your placement). Your ability to critically evaluate information should be demonstrated.
- **Your presentation will account for 5% of your grade.**

EXTRA CREDIT.

- **Case Study Examination.** We have several case studies available for each of our topics. For each topic, I will ask the whole class to read one case and we will talk about it during the lecture for that topic. We will not have time to address each case available for each topic, but case studies can improve our ability to apply the academic information learned in class. For **up to 2 extra credit points** on your final paper per case, you can write a short 2-page reaction to it. Your goal will be to **integrate** the class material in your reaction, **use critical thinking** to understand the case, and to discuss **questions raised** by the case study. Most case studies have discussion questions at the end. Some of these are better than others. You can address them in your paper, but you don't have to. On the schedule, you will sometimes see multiple "Optional Cases" for one topic. You only need to address one of them for each paper.
- **You can earn a total of 10 extra credit points on your final paper.**

LATE/MAKEUP POLICY

Reports/Journals/Papers: If you do not turn in your signed logs on the day that your journals are due, you will have a 5% penalty on your journals per day that the logs are late. If you do not turn in your reports, papers, and journals on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in the family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** Most assignments are due on Moodle. Some are due by class time, others due by 11:59 pm. ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** I recommend that you sign on to a different computer than the one you where you uploaded your file and try and download it to make sure it is uploaded properly. You are responsible for backing up your work. (See below for technology guidelines.)

Quizzes: Should these be given, they cannot be made up for any reason.

GRADING:

Your final grade will be calculated according to the following formula.

Discussion Leading	10% (5% each)
Research Paper Infographics	15%
<i>Glass Castle</i> Paper	10%
Topic of Interest Paper	15%
Assessment 1	5%
Assessment 2	5%
Placement (Journals, etc.)	15%
Final Paper	15%
Presentation	5%
Attendance, Participation, etc.	5%
Total	100%

A: 94%+; A-: 90%-93.9%; B+: 88%-89.9%; B: 84%-87.9%; B-: 80%-83.9%; C+: 78%-79.9%; C: 74%-77.9%; C-: 70%-73.9%; D: 65%-69.9%; F: < 65%

Please note that I do not round grades. A 79.9999 is a C+, no exceptions.

OFFICE HOUR:

I am happy to schedule times to meet with you outside of class. You are welcome to drop in. Please be understanding if I am in my office, but preparing something else. We can pick a time then for you to come back, if that is the case. You can also make appointments with me using rachaelreavis.youcanbook.me. Please be courteous and arrive on time for your meeting. If you arrive late or do not come (without informing me well in advance), then this takes away from time I could be spending with other students. If you cannot make it to your scheduled appointments, then we may have to limit our meetings to class time and via email. My schedule will also be posted on my door. You can examine it for likely times that I may be in my office. Directly before classes I teach is generally not a good time for meetings.

TECHNOLOGY GUIDELINES¹:

As stated above, technology problems will not excuse late work. Technological problems are a fact of life. They are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”). You need to develop work habits that take potential technological problems into account. These habits will serve you in your career. Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Inkless printers, computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate.

Know the resources on campus for technical problems with connectivity or Moodle. The Help Desk will need time to assist you. Again, don't procrastinate.

ACADEMIC HONESTY:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. **Suspected infractions, such as plagiarism, fabrication of reports, incorrect reporting of placement hours, violating client confidentiality, and cheating will be treated seriously and will be reported. Professional misconduct in a placement setting will result in an F for the course.** Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action. Violations may result in a 0 for the assignment, a 0 for the class portion (such as the service-learning placement), or failure of the course.

Learning to think for yourself, assess information judiciously, and speak and write effectively in your own voice is at the heart of a liberal arts education and global citizenship. Treasure and cultivate these skills. Papers and other work, including digital creations, downloaded or copied from other sources, or in which words or ideas belonging to others have been deliberately misrepresented as your own, will receive an automatic F, as they thwart your learning process and damage the integrity of knowledge-discovery. If you have questions about how to find, integrate, and properly cite sources, never hesitate to ask for help.

An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the Libraries page: http://library.earlham.edu/friendly.php?s=academic_integrity. The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

¹ Drawn from material by George H. Williams

STUDENTS WITH DISABILITIES:

Students with a [documented disability](#) (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the [Academic Enrichment Center](#) within the first two weeks of each semester to begin the process.

EMAIL ETIQUETTE:

When you communicate with me or with people at your placement, you should follow professional guidelines. Use proper etiquette and use your own resources to try and find the answer first. For example, check to see if Moodle or your placement website has the information that you are looking for before you contact someone.

Please use appropriate etiquette when you e-mail: (a) begin with a greeting; (b) explain who you are and your purpose in contacting the individual; (c) end with an appropriate signature. Don't forget to use spell-check! Review your email and make sure that you haven't assumed that the reader knows information that they would be unlikely to know. Also remember that while it is appropriate to address faculty by their first names at Earlham, communication with those in the community should be more formal (last names) unless you are told otherwise or unless they sign emails or introduce themselves by first name only.

Example of appropriate e-mail format:

'Dear Ms./Mr./Dr.². [NAME],

My name is [YOUR FULL NAME] and I am in Rachael Reavis' Developmental Psychopathology course at Earlham College³. We are required to volunteer for two hours a week in the community, and I am interested in working at [PLACEMENT SITE]. If you have a need for a volunteer, is there a time that I could come in or that I could call and discuss volunteer possibilities? If you are the wrong person to contact, can you please point me in the correct direction? You can reach me via email or on my cell phone [(###-###-####)]. I look forward to hearing from you.

Thank you,
[YOUR NAME]'

Example of inappropriate e-mail format (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

'my prof said i could work here. when should I start?'

Proper e-mail etiquette is *extremely* important in that (a) it enables me and others to be more efficient in helping you because we won't lose time trying to figure out who you are or what you are asking; (b) it is a vital skill to have in the 'real world'; and (c) it encourages positive relationships between Earlham and the broader community. **Professional relationships necessitate professional e-mail correspondence.** Thanks in advance for your cooperation!

² Although we use first names here at Earlham, you should always use last names with the public unless you are instructed by them to do otherwise.

³ Earlham is not the only school in Richmond, and students from IU-East and other regional schools work in the community to. Be sure to be clear about who you are & where you are coming from.

1/12, Day 1	Topic: Syllabus, Service Learning Placements
1/16, Day 2	Topic: Introduction Reading: Ch 1, Casebook p. 1-7, Case 28 <i>Make first contact (not first attempt) by 1/19</i>
1/19, Day 3	Topic: Introduction Reading: Masten, 2006
1/23, Day 4	Topic: Normal Development Reading: Ch 2; Ch. 6, p. 159-167
1/26, Day 5	Topic: Normal Development Reading: Boyer & Nelson, 2015 <i>Placement should be finalized by class time, with a visit scheduled for next week.</i> <i>Journal Entries 1 & 2 due 1/28 by 11:59pm</i>
1/30, Day 6	Topic: Diagnosis & Assessment Reading: Ch. 3, Ch. 16, DC 0-3 Guidelines for Diagnosis <i>Topic for Topic of Interest Paper due by 11:59pm</i>
2/2, Day 7	Topic: Diagnosis & Assessment Reading: Case Screening
2/6, Day 8	Topic: Diagnosis & Assessment Reading: Case Screening Discussion
2/9, Day 9	Topic: Focus on Risk Factors Reading: Ch. 14 Optional Cases: Case 23; DC 0-3 Case 206; DC 0-3 Case 905 <i>Assessment Paper 1 (Diagnosis, Rationale, and Reaction) due Sunday (2/11) by 11:59pm</i>
2/13, Day 10	Topic: Focus on Risk Factors Reading: Sternberg, Baradaran, Abbott, Lamb, & Guterman, 2006 <i>Journal Entries 3, 4, 5 due 2/14 by 11:59pm</i> <i>(Remember that if even if you don't volunteer one week, you still need to complete the prompt for that week.)</i>
<i>2/19</i>	<i>No Class, Early Semester Break</i>
2/20, Day 11	Topic: Resilience & Risk Reading: <i>The Glass Castle</i> ; Watch Risk/Resilience video series (linked on Moodle, ~20 minutes total)
2/23, Day 12	Topic: Autism Spectrum Disorders Reading: Ch. 5, Cases 1 Optional Cases: Case 2, Case 3 <i>Glass Castle Paper due Sunday (2/25) by 11:59 pm.</i>
2/27, Day 13	Topic: Autism Spectrum Disorders Reading: Burkett, Morris, Manning-Courtney, Anthony, & Shamley-Ebron, 2015
3/2, Day 14	Topic: Intellectual Disability Reading: Ch. 4, Case 5

3/6, Day 15	Topic: AD/HD, LD Reading: Ch. 7, Case 19 Optional Cases: Case 4; DC 0-3 Case 403
3/9, Day 16	Topic: AD/HD, LD Reading: Galéra, Côté, Bouvard, Pingault, Melchior, Michel, Boivin, & Tremblay, 2011 Topic of Interest Paper due Sunday (3/11) by 11:59pm
3/13, 3/16	No Class, Spring Break
3/20, Day 17	Topic: ODD/CD Reading: Ch. 6, 10; Case 20 Optional Case: Case 21 Journal Entries 6, 7, & 8 due by 11:59pm
3/23, Day 18	Topic: ODD/CD Reading: Cauffman, Fine, Thomas, & Monahan, 2017
3/27, Day 19	Topic: Gender Identity & Gender Dysphoria Reading: Atlantic article; Olson, Key, & Eaton, 2015; Case 26 Optional Case: DC 0-3 Case 205
3/30, Day 20	Topic: Mood Disorders & Anxiety Reading: Ch. 8 & 9; Cases 11 & 15 Optional Cases: 7-10, 12, 16-18; DC 0-3 Cases 201-204b Topic for Final Paper due Sunday (4/1) by 11:59pm
4/3, Day 21	Topic: Mood Disorders Reading: Gonzales-Backen, Bámaca-Colbert, & Allen, 2016
4/6, Day 22	Topic: Summing Up & Revisiting Reading: Case Screening #2 Journal Entries 9, 10, & 11 due Sunday (4/8) by 11:59pm
4/10, Day 23	Topic: Summing Up & Revisiting Reading: <i>The Glass Castle</i> Topic for Final Presentation due 4/10 by 11:59pm.
4/13	No class, Rachael out of town Assessment Paper 2 due Sunday (4/15) by 11:59pm.
4/17	No class, EPIC Expo Students are required to attend at least one poster session and one symposium. Two-paragraph summary due Wednesday (4/18) by 11:59pm via Moodle

<p>4/20, Day 24</p>	<p>Topic: Intervention, Prevention Reading: Ch. 17 Optional Reading: Trauma-Informed Classrooms <i>Outline for Final Paper due Sunday (4/22) by 11:59pm</i></p>
<p>4/24, Day 25</p>	<p>Topic: Intervention, Prevention Reading: Stewart, Orengo-Aguayo, Cohen, Mannarino, & de Arellano, 2018</p>
<p>4/27, Day 26</p>	<p>Student Presentations <i>Journal Entries 12, 13, & 14 due by 11:59pm</i></p>
<p>5/2, 10:30am</p>	<p>Student Presentations <i>Final paper due by 11:59pm</i> <i>***If a student submits course evaluations no later than 11:59pm on 4/29, the final paper is due 5/3 by 11:59pm.</i></p>