Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/20/2012
☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)
(Effective date cannot be retroactive)

☐ Variable credit ____________ ☐ Repeat credit (cumulative maximum ________ hours)
☐ Increase credit (former credit ______) ☐ Lecture-lab ratio (former ratio ______________)
☐ Number (former number _________) ☐ Prefix (former prefix _____________)
☐ Crosslisting (between WSU departments) ☐ Cooperative listing (UI prefix and number _________)
(Must have both departmental signatures) taught by: WSU ☐ UI ☐ jointly taught ☐
☐ Conjoint listing (400/500) ☐ S, F grading
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _________ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☑ Graduate credit (professional programs only)
☐ Other (please list request) __________________________________________

Psych 542

<table>
<thead>
<tr>
<th>course prefix</th>
<th>course no.</th>
<th>title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

credit | lecture hrs per week | lab hrs per week | studio hrs per week | prerequisite |

Description (20 words or less) Theoretical and empirical approaches to etiology and diagnosis of mental disorders in children.

Instructor: Beauchaine, Theodore
Contact: Cochrane, Kendra
Campus Zip Code: 99164-4820

Phone number: (509) 335-9127
Email: ted.beauchaine@wsu.edu
Phone number: (509) 335-2633
Email: khash@wsu.edu

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Chair/date 12/8/11
Dean/date 01/23/12
General Education Com/date

Chair (if crosslisted/interdisciplinary)*
Dean (if crosslisted/interdisciplinary)*
Graduate Studies Com/date

All-University Writing Com/date
Academic Affairs Com/date
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Re: Major Curriculum Change; Child and Adolescent Psychopathology (Psych 542)

Dear Colleagues:

We are proposing the addition of a new course in child and adolescent psychopathology, to be taught in Pullman beginning in fall of 2012. Most accredited clinical psychology programs in the US have separate courses addressing child psychopathology and child treatment. Here at WSU we have combined psychopathology and treatment into a single course primarily because we have not had enough graduate faculty with appropriate expertise to teach separate courses. This places our clinical students at a relative disadvantage compared with their fellows at peer institutions. There is simply too much information to cover addressing genetic risk for psychopathology, neural vulnerabilities to psychopathology, environmental risk factors for psychopathology (traditionally taught in a psychopathology course), assessment of psychopathology, and theoretical and empirical approaches to treatment (traditionally taught in a treatment course) to continue with a single course. Establishing separate courses is especially important given the vast expansion of genetic, neuroimaging, and epidemiological literature on child psychopathology in the last decade.

The course is being taught by a new faculty member, so it does not affect faculty load adversely (the same faculty member is also teaching three other courses, so overall faculty load has been reduced). The course is taught from a multidisciplinary perspective (psychology, psychiatry, molecular genetics neurobiology, epidemiology), rather than a traditional perspective, which is consistent with both department and college goals, and which is necessary given recent advances our understanding of psychopathology and its development. The course therefore advances our clinical psychology training program by fostering core competencies among our graduates for the 21st Century.

The new course in child psychopathology will be taught by Theodore Beauchaine, Ph.D., who joined the Pullman faculty in 2011. Dr. Beauchaine has considerable expertise in child psychopathology, and has an edited graduate level text published by Wiley. Please let me know if I can provide any additional information.

Sincerely,

Theodore Beauchaine, Ph.D.
Child and Adolescent Psychopathology (Psych 542)

Instructor: Theodore Beauchaine, Ph.D.
Office: Johnson Tower 237C
Office Hours: TBA
Phone: (509) 335-9127
Email: ted.beauchaine@wsu.edu
Class Website: https://lms.wsu.edu/

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**Description**

This is a 3 credit graduate course on empirical approaches to understanding the etiologies of different forms of psychopathology in children and adolescents. My primary objective in teaching the course is to acquaint graduate students with relevant literatures on biological vulnerabilities (e.g., genetic, epigenetic, neural, autonomic), environmental risk factors (e.g., early adversity, trauma, head injury, socioeconomic status), and Biological Vulnerability x Environmental Risk Factor interactions (e.g., gene-environment correlations, epigenetics, allostasis) in conferring susceptibility to psychopathology. Please note that this is neither a treatment course nor a practicum. Thus, we will not cover treatment approaches or therapeutic processes. These are addressed in other courses.

The course will be organized around the developmental psychopathology perspective, which emphasizes complex transactions between individuals and their environments across development, at all relevant levels of analysis spanning genes to behavior. This approach will be juxtaposed with the more traditional 'medical model'. It is expected that you will complete all of the assigned readings before arriving for class, and that you will participate actively in discussions. Part of your grade will depend on this (see below).

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**Prerequisites**

none

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**Required Texts**


The Developmental Psychopathology Perspective


Genes, Environment, and Gene x Environment Interactions


Culture and Context


Early Adversity and Child Maltreatment

Brain Injury and Risk for Psychopathology


Emotion Dysregulation and Risk for Psychopathology


Comorbidity


Attention-Deficit/Hyperactivity Disorder


Anxiety Disorders


Mood Disorders


populations, (2) the role of genes, environment, and Gene x Environment interactions in the expression of psychopathology, (3) compromises in major neural systems that give rise to psychopathology, (4) differences between traditional approaches to diagnosis and more recent developmental psychopathology perspectives, (5) the history of psychiatric diagnosis, and (6) limitations of human judgment in the diagnostic process.

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**Reaction Papers**

Two 3-4 page reaction papers are required in response to the Week 1 and Week 2 readings. These are due at the beginning of the class after the readings are discussed. In these papers, you should describe your understanding of the readings, what you learned from them, and your reaction to class discussion.

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**Take Home Final Exam**

There will be one exam—a take home final that is due the last day of finals week (Friday). The exam will consist of 4-5 essay questions that require you to demonstrate your understanding of concepts presented in class, the readings, and class discussions. Any student caught cheating on an exam will be assigned a score of 0 and be referred to the Office of Student Standards and Accountability.

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**Grading**

Your grade will be determined by your score on the reaction papers (15%), your participation class discussions (35%), and your score on the final exam (50%). Grades will be determined on a curve, not according to predetermined percentages.

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**Students with Disabilities**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

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**Safety**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, [http://safetyplan.wsu.edu](http://safetyplan.wsu.edu). It is highly recommended that you visit this web site as well as the University emergency management web site at [http://oem.wsu.edu/emergencies](http://oem.wsu.edu/emergencies) to become familiar with the information provided.

Emergency Notification System: WSU has made an emergency notification system available for faculty, students and staff. Please register at [Zzusis](http://www.zzusis.wsu.edu) with emergency contact information (cell, email, text, etc). Students may have been prompted to complete emergency contact information when registering for classes on [RONet](http://www.ronet.wsu.edu). In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver webpage and/or [http://www.flashalert.net/](http://www.flashalert.net/).
Child and Adolescent Psychopathology

Psych 542
Fall, 2012
Thursday, noon-12:40
Todd 202

Instructor: Theodore Beauchaine, Ph.D.
Office: Johnson Tower 237C
Office Hours: Tue, Thurs, 9:30-10:30, or by appointment
Phone: (509) 335-9127
Email: ted.beauchaine@wsu.edu
Class Website: https://lms.wsu.edu/

Description

This is a 3 credit graduate course on empirical approaches to understanding the etiologies of different forms of psychopathology in children and adolescents. My primary objective in teaching the course is to acquaint graduate students with relevant literatures on biological vulnerabilities (e.g., genetic, epigenetic, neural, autonomic), environmental risk factors (e.g., early adversity, trauma, head injury, socioeconomic status), and Biological Vulnerability x Environmental Risk Factor interactions (e.g., gene-environment correlations, epigenetics, allostatic) in conferring susceptibility to psychopathology. Please note that this is neither a treatment course nor a practicum. Thus, we will not cover treatment approaches or therapeutic processes. These are addressed in other courses.

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Prerequisites

none

Required Texts


Additional Required Readings

In addition to chapters from the Beauchaine and Hinschaw (2008) text, you will be assigned supplementary readings from the child psychopathology literature each week. These readings are posted below. I urge you to read both the book chapters and the supplementary readings before class, so you are prepared for discussion.

Tentative Schedule

(check back frequently for updates and new readings)

<table>
<thead>
<tr>
<th>Week*</th>
<th>Day</th>
<th>Topic(s) and Tentative Reading List</th>
</tr>
</thead>
</table>
| 1     | 8/23 | Base Rates, Clinical Judgment, and Psychodiagnosis  
| 2     | 8/30 | History of Classification and the DSM  
|       |      | The Developmental Psychopathology Perspective  
| 3     | 9/6  | Genes, Environment, and Gene x Environment Interactions  


Culture and Context


4 9/13 Early Adversity and Child Maltreatment


5 9/20 Impulsivity and Vulnerability to Psychopathology


6 9/27 Behavioral Inhibition and Vulnerability to Psychopathology


7 10/4 Allostasis, Epigenesis, and Biological Sensitivity to Context


Brain Injury and Risk for Psychopathology


Emotion Dysregulation and Risk for Psychopathology


Comorbidity


Attention-Deficit/Hyperactivity Disorder


Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Development


Alcohol and Drug Abuse/Dependence


12 11/8 Anxiety Disorders


13 11/15 Mood Disorders


14 11/22 Thanksgiving Break

15 11/29 Self-Injurious Behavior and Borderline Personality Development


Childhood-Onset Schizophrenia


16 12/6 Autism Spectrum Disorders


http://beauchainelab1.ad.wsu.edu/psy542/syllabus.html
Eating Disorders


*click on the week number for lecture notes, when available.*

Learning Objectives

Students who compete this course should be familiar with (1) major forms of psychopathology in child and adolescent populations, (2) the role of genes, environment, and Gene x Environment interactions in the expression of psychopathology, (3) compromises in major neural systems that give rise to psychopathology, (4) differences between traditional approaches to diagnosis and more recent developmental psychopathology perspectives, (5) the history of psychiatric diagnosis, and (6) limitations of human judgment in the diagnostic process.

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**Academic Integrity**

Academic Integrity is the cornerstone of the University and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Standards and Accountability. See Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions: http://apps.leg.wa.gov/wac/default.aspx?cite=504-26.