

Syllabus

PSYCHOLOGY 7858

Seminars in the Psychology of Exceptional Children and Adults: Assessment

(3 credit hours)

Fall Semester

Tuesday from 5:00 - 7:45 p.m.

250 McCampbell Hall, 1581 Dodd Drive

Instructor: Luc Lecavalier, Ph.D.
371-D McCampbell Hall
1581 Dodd Drive
Tel: 685-8522
E-Mail: luc.lecavalier@osumc.edu

Office Hours: On most weeks, I will be available before class starts. I am also available by appointment.

COURSE DESCRIPTION

The purpose of this course is to expose graduate students to some relevant issues in the assessment of exceptional children and adults. An emphasis will be placed on children with intellectual and developmental disabilities. Students will be exposed to the development, conceptual underpinnings, administration, and interpretation of widely used instruments. The lectures will cover the following topics: cognitive testing, developmental assessments, adaptive functioning, autism spectrum disorder, rating scales, psychopathology, and language. They will also cover report writing and ethical principles and standards related to assessment.

STUDENTS WITH DISABILITIES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

COURSE REQUIREMENTS AND GRADING

- *Class attendance.* Students are expected to attend class.
- *Advance preparation of assigned reading.* The assigned reading material is not identical with the presentations in class. The reading materials supplement the lectures and are necessary to optimize learning and relevance of class discussions, and to respond optimally to the quizzes.
- *Grading.* Students can earn a maximum of 100 points. There will be 2 assignments worth a total of 75 points. The format of the assignments will vary but will be based on the material covered in class and pertinent readings. Participation in class discussions is worth 25 points.

The following grading system will be used:

A	≥ 86	C	68-69
A-	80-85	C-	65-67
B+	76-79	D+	63-64
B	74-75	D	61-62
B-	72-73	E	≤ 60
C+	70-71		

REQUIRED TEXTS

- See readings below

RECOMMENDED TEXTS

Sattler, J. M. (2008). *Assessment of Children: Cognitive Applications* (5th edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc

Sattler, J. M., Dumont, R., Coalson, D. L. (2016). *Assessment of Children” WISC-V and WPSI-IV*. La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

Sattler, J. M. (2014). *Foundations of Behavioral, Social, and Clinical Assessment of Children* (6th Edition). La Mesa, CA: Jerome M. Sattler, Publisher, Inc

Hart, B. and Risley, T. (1999). *The Social World of Children Learning to Talk*. Baltimore, MD: Brookes Publishing Co.

ACADEMIC MISCONDUCT

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

CLASS SCHEDULE AND WEEKLY READING MATERIAL

Weeks & Dates	Topics and Presenter	Readings
Week 1 8/23/16	Introduction to psychological assessment and ethical considerations of testing	In J. Sattler (2008). <i>Assessment of Children: Cognitive Applications</i> (5th edition): Chapter 2, Challenges in Assessing Children (p. 22 - 45) and Chapter 3, Ethical, Legal, and Professional issues (p. 55 – 90).
Week 2 8/30/16	Cognitive Testing – I	In J. Sattler (2014). <i>Foundations of Behavioral, Social, and Clinical Assessment of Children</i> (6 th Edition): Chapter 2, A primer on Statistics and Psychometrics (p.47-80). In J. Sattler (2008). <i>Assessment of Children: Cognitive Applications</i> (5th edition): Chapter 16, Stanford Binet Intelligence Scales – Fifth edition (p. 565 – 604).
Week 3 9/6/16	Cognitive Testing – II	In J. Sattler (2016). Chapter 3, WISC–V Subtests (p.107-170) and Chapter 4, Interpreting the WISC–V (p.171-206).

<p>Week 4 9/13/16</p>	<p>Developmental Assessments</p> <p>With Andrea Witwer, PhD</p>	<p>Lobo, M. A., Paul, D. A., Mackley, A., et al. (2014). Instability of delay classification and determination of early intervention eligibility in the first two years of life. <i>Research in Developmental Disabilities, 35</i>, 117-126.</p> <p>Bellman, M., Byrne, O., & Sege, R. (2013). Developmental assessment of children. <i>BMJ, 346</i>, e8687.</p>
<p>Week 5 9/20/16</p>	<p>Rating Scales</p>	<p>Norris, M., & Lecavalier, L. (2010). Screening accuracy of Level 2 Autism Spectrum Disorder Rating Scales: A Review of Selected Instruments. <i>Autism, 14</i>, 263-284.</p> <p>Scahill, L., Aman, M. G., Lecavalier, L. et al. (2015). Measuring repetitive behaviors as a treatment endpoint in youth with autism spectrum disorders. <i>Autism, 19</i>, 38-52.</p>
<p>Week 6 9/27/16</p>	<p>Adaptive Behavior</p> <p>With Marc Tasse, PhD.</p>	<p>Tassé, M. J. & Mehling, M. H. (in press). Measuring Intellectual Functioning and Adaptive Behavior in Determining Intellectual Disability. In Karrie A. Shogren & Michael Wehmeyer (Eds.), <i>Research-based Practices for Educating Students with Intellectual Disability</i>. New York: Routledge/Taylor & Francis.</p> <p>Tassé, M. J., Schalock, R. L., Balboni, G. et al. (2012). The Construct of Adaptive Behavior: Its Conceptualization, Measurement, and Use in the Field of Intellectual Disability. <i>American Journal on Intellectual and Developmental Disabilities, 117</i>, 291-303.</p> <p>Tassé, M. J. (2009). Adaptive Behavior Assessment and the Diagnosis of Mental Retardation in Capital Cases. <i>Applied Neuropsychology, 16</i>, 114-123.</p>

Week 7 10/4/16	Autism Spectrum Disorders-I	Lord, C., Rutter, M., & Le Couteur, A. (1994). The Autism Diagnostic Interview– Revised: A revised version of a diagnostic Interview for caregivers of individuals with possible pervasive developmental disorders. <i>Journal of Autism and Developmental Disorders, 24</i> , 659-685.
Week 8 10/11/16	Autism Spectrum Disorders- II With Jill Hollway, Ph.D.	Lord, C., Risi, S., Lambrecht, L., Leventhal, B. L., DiLavore, P., Pickles, A., et al. (2000). The Autism Diagnostic Observation Schedule-Generic: A standard measure of social and communication deficits associated with the spectrum of autism. <i>Journal of Autism and Developmental Disorders, 30</i> , 205-223.
Week 9 10/18/16	No Class – Fall Break	
Week 10 10/25/16	Autism Spectrum Disorders- III With Andrea Witwer, Ph.D.	<p>Luyster, R., Gotham, K., Guthrie, W., et al. (2009). The Autism Diagnostic Observation Schedule – Toddler Module: A new module of a standardized diagnostic measure for autism spectrum disorders. <i>Journal of Autism and Developmental Disorders, 39</i>, 1305–1320.</p> <p>Guthrie, W., Swineford, L. B., Nottke, C., & Wetherby, A. M. (2013). Early diagnosis of autism spectrum disorder: stability and change in clinical diagnosis and symptom presentation. <i>Journal of Child Psychology and Psychiatry, 54</i>, 582-590</p>
Week 11 11/1/16	Psychopathology	<p>Lecavalier, L., & Gadow, K. G. (2008). Pharmacology effects and side effects. In. J. L. Matson (Ed.). <i>Clinical Assessment and Intervention for Autism Spectrum Disorders</i> (pp. 221-263). New York: Elsevier Science.</p> <p>Lecavalier, L., Wood, J.J., Halladay, A., et al. (2014). Measuring anxiety as a treatment endpoint in youth with autism spectrum disorders. <i>Journal of Autism and Developmental Disorders, 44</i>, 1128-1143.</p> <p>[Assignment #1 is due]</p>

Week 12 11/8/16	Language With Eric Butter, Ph.D.	Tager-Flusberg, H., Rogers, S., Cooper, J. et al. (2009). Defining Spoken Language Benchmarks and Selecting Measures of Expressive Language Development for Young Children With Autism Spectrum Disorders. <i>Journal of Speech, Language, and Hearing Research</i> , 52, 643–652.
Week 13 11/15/16	Psychopathology	Same as above
Week 14 11/22/16	No Class Thanksgiving	
Week 15 11/29/16	Report writing	In J. Sattler (2014). Foundations of Behavioral, Social, and Clinical Assessment of Children (6 th Edition): Chapter 25, Report Writing (p. 695-732). <i>[Assignment #2 is due]</i>
Week 16 12/6/16	Report writing	Same as above

PSYCHOLOGY 6652
Empirically Supported Therapies for Children with Developmental Disabilities
The Ohio State University

Spring 2017
Tuesdays, 11:15am-2:00pm
McC Campbell Hall Room 250

INSTRUCTOR

Katherine Walton, PhD
371F McC Campbell Hall, 1581 Dodd Drive (Nisonger Center)
Phone: 614-685-9087
E-mail: Katherine.walton@osumc.edu
Office Hours: By appointment

COURSE DESCRIPTION AND OBJECTIVES

This course has five didactic components: 1) once weekly, 165-minute lectures/course activities, 2) outside-of-class reading/preparation, 3) two written assignments, 4) three quizzes, and 5) an in-class presentation.

The purpose of this course is for students to understand theory and application of various empirically-supported treatments for children with developmental disabilities. The course will cover empirically-supported treatments from a variety of theoretical orientations, including behavioral, cognitive behavioral, and developmental approaches. Various formats (e.g., individual, group, parent training) interventions will also be covered. Finally, students will be expected to understand the process by which therapies gain empirical support and the standards by which a therapy is judged to be “empirically supported.”

By the end of this course, students should be able to:

1. Understand the meanings of the terms “evidence based practice” and “empirically supported treatment,” and understand how therapies for people with developmental disabilities are empirically validated and tested.
2. Have a firm grasp of basic behavioral principles, and be able to flexibly apply these principle in order to create treatment plans for managing challenging behaviors and building skills in people with developmental disabilities.
3. Be able to describe, differentiate, compare, and contrast different early intervention strategies for children with autism, including structured behavioral, developmental, and naturalistic behavioral approaches.
4. Understand and discuss the role of parents and other family members in therapies for children with developmental disabilities.
5. Be able to describe and apply cognitive behavioral strategies for managing social deficits and mental health challenges in children with DD, including how to adjust these strategies to be most effective for children with various learning challenges.
6. Understand how psychotropic medication may fit into an overall treatment plan for a child with developmental disability, and when referrals for medication consideration may be appropriate.
7. Be able to consider and thoughtfully discuss the role of cultural differences and ethical issues surrounding therapies for children with developmental disabilities.

COURSE MATERIALS

Required Text:

Cooper, J. O., Heron, T., W., Heward, W. L. (2007). Applied Behavior Analysis (2nd Edition). Upper Saddle River, NJ: Pearson.

All other course materials (including assigned book chapters) will be made available on Carmen (<https://carmen.osu.edu/>) and are listed in the course schedule on this syllabus. Readings may be subject to change. Students will be notified in class as well as by modification of the course activities schedule posted on Carmen of any changes that are made to the reading schedule.

COURSE REQUIREMENTS AND GRADING

Course Assignments

The following is a breakdown of the assignments that you will be graded on in this course. There will be a total of 100 points for the course.

Assignment	Due Date	Points
Quizzes (3)	February 28, 2017 March 28, 2017 May 1, 2017	10 points each (total 30 points)
Class Engagement and Participation	N/A	20 points
Treatment Plan Assignment 1	March 7, 2017	15 points
Treatment Plan Assignment 2	May 1, 2017	15 points
Course Presentation	Varies (sign up on first day)	20 points

Grades will be assigned based upon total points for the course as follows:

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	60-66.9
B-	80-82.9	E	Below 60
C+	77-79.9		

Course Readings and Class Participation

Course readings will include journal articles, book chapters, and other sources and will be posted on Carmen. Much of course will consist of discussion of assigned articles and readings; therefore, carefully completing assigned readings prior to course sessions is crucial. You will be graded based upon your course participation throughout the semester. Students are expected to come to class prepared and to engage actively in class discussion.

Quizzes

There will be 3 quizzes spread throughout the semester. Each will be worth 10 points and will cover major points from the relevant section of the course. Quizzes may include a variety of question types, including multiple choice, short answer, fill-in-the-blank/matching, and short essay.

Treatment Plan Assignments

You will be asked to complete two written assignments during the course of the semester. Each will be approximately 4-5 pages long and will consist of a detailed treatment plan and justification for the treatment plan. You will be given a brief vignette related to a child with a developmental disability, and will be asked to specifically answer a number of questions and create a treatment plan for the child. One treatment plan will be based on a behavioral perspective, and the other from a different theoretical orientation (e.g., cognitive behavioral, developmental, etc.). Detailed instructions for these assignments will be distributed in class.

Class Presentation

Each student will be asked to make a brief presentation to the class. Presentation topics will be chosen early in the semester, and ***student presentations will be scheduled throughout the semester***. In your presentation, you will be expected to cover the theoretical background, basic tenets, and brief review of the research evidence for one specific treatment approach. Additional details about the presentation will be distributed in the first week of class.

COURSE POLICIES AND PROCEDURES

Course Enrollment: All students must be officially enrolled in the course by the end of the third full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Attendance Policy: Course attendance will contribute to students' participation grade. Student absences are expected to be discussed with the course instructor and approved prior to the absence.

Late Assignments and Extensions: Late assignments will be accepted only on a case-by-case basis. If a circumstance arises that may cause an assignment to be late, the student must let the instructor know as soon as possible and discuss whether any accommodation may be made.

Rescheduling Quizzes and Presentations: Quizzes and presentations will be rescheduled only in exceptional circumstances. These requests will be considered on a case-by-case basis and will require documentation of the circumstance (e.g., doctor's note, documentation of attendance at a funeral, documentation of presenting work at a professional conference) to be considered.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#) at <http://studentconduct.osu.edu>

COURSE SCHEDULE

Class No.	Date	Topic	Course Readings/Activities
1	January 10	What are empirically supported treatment and evidence-based practice? STUDENTS SELECT TOPICS AND DATES FOR PRESENTATIONS	Barlow, D. H., & Nock, M. K. (2009). Why can't we be more idiographic in our research?. <i>Perspectives on Psychological Science</i> , 4(1), 19-21. Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. <i>Journal of autism and developmental disorders</i> , 38(7), 1311-1319. Anderson, N. B. (2006). Evidence-based practice in psychology. <i>American Psychologist</i> , 61(4), 271-285. Dingfelder, H. E., & Mandell, D. S. (2011). Bridging the research-to-practice gap in autism intervention: An application of diffusion of innovation theory. <i>Journal of Autism and Developmental Disorders</i> , 41(5), 597-609. Leon, Davis Kraemer. (2011). The role and interpretation of pilot studies in clinical research. (2011). <i>Journal of Psychiatry Research</i> , 45, 626-629.
2	January 17	Tracking progress and collecting data during treatment	Chapters 3, 4, and 5 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2 nd Edition). Upper Saddle River, NJ: Pearson.
3	January 24	Basic Behavioral Principles I	Chapters 11, 12, 13 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2 nd Edition). Upper Saddle River, NJ: Pearson.
4	January 31	Basic Behavioral Principles II	Chapters 14, 15, 16, 17 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2 nd Edition). Upper Saddle River, NJ: Pearson.
5	February 7	Positive Behavior Support and Prevention	Chapter 23 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2 nd Edition). Upper Saddle River, NJ: Pearson. Kincaid, D., Dunlap, G., Kern, L., Lane, K. L., Bambara, L. M., Brown, F., ... & Knoster, T. P. (2015). Positive Behavior Support A Proposal for Updating and Refining the Definition. <i>Journal of Positive Behavior Interventions</i> , 1098300715604826. Online: http://pbi.sagepub.com/content/early/2015/09/03/1098300715604826.full.pdf+html

6	February 14	Behavioral Treatment Plans: Treatment of Challenging Behaviors	<p>Chapters 21, 22, 24 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2nd Edition). Upper Saddle River, NJ: Pearson.</p> <p>Heyvaert, M., Maes, B., & Onghena, P. (2010). A meta-analysis of intervention effects on challenging behaviour among persons with intellectual disabilities. <i>Journal of Intellectual Disability Research, 54</i>(7), 634-649.</p>
7	February 21	Behavioral Treatment Plans: Building New Skills and Discrete Trial Teaching	<p>Chapters 18, 19, 20, 25 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2nd Edition). Upper Saddle River, NJ: Pearson.</p> <p>Rogers, S. J., & Vismara, L. A. (2008). Evidence-based comprehensive treatments for early autism. <i>Journal of Clinical Child & Adolescent Psychology, 37</i>(1), 8-38.</p> <p>Vismara, L. A., & Rogers, S. J. (2010). Behavioral treatments in autism spectrum disorder: what do we know?. <i>Annual review of clinical psychology, 6</i>, 447-468.</p>
8	February 28	Naturalistic Behavioral Interventions QUIZ 1—BEHAVIORAL TREATMENT STRATEGIES	<p>Chapter 28 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <i>Applied Behavior Analysis</i> (2nd Edition). Upper Saddle River, NJ: Pearson.</p> <p>Koegel, R. L., Koegel, L. K., & Brookman, L. I. (2003). Empirically supported pivotal response interventions for children with autism. <i>Evidence-based psychotherapies for children and adolescents, 34</i>1357.</p>
9	March 7	Naturalistic Developmental Behavioral Interventions TREATMENT PLAN #1 (BEHAVIORAL) DUE	<p>Ingersoll, B. R. (2010). Teaching Social Communication A Comparison of Naturalistic Behavioral and Development, Social Pragmatic Approaches for Children With Autism Spectrum Disorders. <i>Journal of Positive Behavior Interventions, 12</i>(1), 33-43.</p> <p>Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., ... & Halladay, A. (2015). Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder. <i>Journal of Autism and Developmental Disorders, 1</i>-18.</p>
MARCH 14—SPRING BREAK—NO CLASS			
10	March 21	Parent Training/Education	<p>Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Scahill, L. (2015). Effect of parent training vs parent education on behavior problems in children with autism spectrum disorder: A randomized clinical trial. <i>Journal of the American Medical Association, 313</i> (15), 1524-1533.</p>

			Nevill, R., Lecavalier, L., & Stratis, E. (in press). Meta-analysis of parent-mediated interventions for young children with autism spectrum disorder. <i>Autism</i> .
11	March 28	Social Skills Groups QUIZ 2—NATURALISTIC TREATMENT STRATEGIES	Kaat, A. J., & Lecavalier, L. (2014). Group-based social skills treatment: A methodological review. <i>Research in Autism Spectrum Disorders, 8</i> , 15-24.
12	April 4	Cognitive Behavioral Interventions	Prout, H.T., & Browning, B. K. (2011). Psychotherapy with persons with intellectual disabilities: A review of effectiveness research. <i>Advances in Mental Health and Intellectual Disabilities, 5</i> , 53-59. Moree, B. N., & Davis, T. E. (2010). Cognitive-behavioral therapy for anxiety in children diagnosed with autism spectrum disorders: Modification trends. <i>Research in Autism Spectrum Disorders, 4</i> (3), 346-354.
13	April 11	Psychopharmacology	Farmer, C. A., & Aman, M. G. (2013). Pharmacological Intervention for Disruptive Behaviors in Intellectual and Developmental Disabilities: The Glass is Half Full. In R. Hastings & J. Rojahn (Eds.), <i>Challenging Behavior</i> . Elsevier Inc. Academic Press, 281–326.
14	April 18	Cultural Competence and Sensitivity, Ethics and Treatment Planning	Koch, T. (2001). Disability and difference: balancing social and physical constructions. <i>Journal of Medical Ethics, 27</i> (6), 370-376. Rogers-Adkinson, D. L., Ochoa, T. A., & Delgado, B. (2003). Developing Cross-Cultural Competence Serving Families of Children with Significant Developmental Needs. <i>Focus on Autism and Other Developmental Disabilities, 18</i> (1), 4-8. Lotan, G., & Ells, C. (2010). Adults with intellectual and developmental disabilities and participation in decision making: Ethical considerations for professional-client practice. <i>Intellectual and Developmental Disabilities, 48</i> (2), 112-125. Chapter 29 from Cooper, J. O., Heron, T., W., Heward, W. L. (2007). <u>Applied Behavior Analysis</u> (2 nd Edition). Upper Saddle River, NJ: Pearson.
15	Monday, May 1 10:00-11:45am (FINAL EXAM)	QUIZ 3—COGNITIVE AND MEDICATION TREATMENTS TREATMENT PLAN #2 DUE	

The Ohio State University
The Nisonger Center UCEDD

**Ethics and Professional Issues in Psychology of
Intellectual and Developmental Disabilities**
Psychology 6850

Fall Semester 2017

Credit:	3 credit hours
Location:	250 McCampbell Hall
Time:	Tuesdays 4:00 p.m. – 6:48 p.m.
Instructor:	Susan Havercamp, Ph.D.
T.A.	TBD
Office Hours:	By appointment; McCampbell Hall room 371: Contact via email: susan.havercamp@osumc.edu

Ethics: the discipline dealing with what is good and bad and with moral duty and obligation; a set of moral principles; a theory or system of moral values; the principles of conduct governing an individual or group (professional ethics); a guiding philosophy; a consciousness of moral importance

Course Description:

Most psychologists enter the field with a strong and certain desire to help others, but clinic practice and research endeavors often involve decision-making in the context of ethical ambiguity. This course will consider many ethical questions and dilemmas that psychologists encounter in their everyday clinical practice, research, and teaching. This course will take a problem-solving approach to ethical decision-making with students working toward consensus around constructive means for preventing problems, recognizing, approaching, and resolving ethical predicaments. Ethical guidelines established by the American Psychological Association (APA Ethics Code) will be reviewed in the context of practice in the field of intellectual and developmental disabilities. This course will encourage students to think deeply about ethical principles and the professional roles and responsibilities of a psychologist. **This course has been designed as an advanced course in psychology for graduate students in intellectual and developmental disability psychology.**

The purpose of this course is to provide the student with a working understanding of fundamental ethical principles in psychology and an effective problem-solving strategy to deal with ethical dilemmas.

Course Objectives:

By the conclusion of the course, each student will:

1. discuss the codes of conduct that guide professional practice in psychology as well as how ethical codes are applied and enforced.
2. understand the distinctions among privacy, privilege, and confidentiality and be familiar with the confidentiality provisions in the APA Ethics Code.
3. understand the principles and ethical guidelines and prohibitions surrounding multiple relationships. Students will participate in a debate of ethical behavior in scenarios likely to come into play in developmental disabilities.
4. discuss the ethical issues and obligations of testing, particularly testing to determine eligibility for services.
5. appreciate the ethical issues and obligations of providing therapy, including informed consent, written contract, and confidentiality.
6. be familiar with the types of situations in which professionals providing services to individuals with IDD manage ethical conflicts.
7. develop a problem-solving approach to solving ethical dilemmas.
8. Students will apply ethical issues to a recent case impacting a child with a developmental disability.
9. be familiar with a broad array of ethical issues within academia, especially within research.
10. develop analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.
11. explore ethical decision making in a forensic setting.
12. discern the differences among sleazy behavior, bad form, illegal actions, and unethical conduct.

Course Requirements:

Class sessions will be highly interactive. Students are expected to come prepared to discuss assigned readings and offer opinions on issues discussed. Active learning strategies and small group work will be incorporated into the class. Because of the interactive format, your attendance and contributions are important. No credit can be given if you miss an in-class activity.

Course Format:

The course format will include a combination of lecture, class discussion, group learning activities, and individual learning activities. The course syllabus, lecture material, handouts, quizzes, and some reading materials are accessible in Carmen format. **Each student is required to visit this Carmen course site at least once/weekly to read lecture material, complete required quizzes, access required readings, and review any messages posted by the course instructor.** Please contact the course instructor *on the first day of class* if assistance is needed accessing the Carmen course information.

Required Texts: See Class Schedule for assigned chapters and articles

Bersoff, D. N. (2008). *Ethical conflicts in psychology* (4th ed.). Washington DC: American Psychological Association (APA).

Sales, B. D., & Folkman, S. (Eds.). (2000). *Ethics in research with human participants* (1st ed.). Washington DC: American Psychological Association (APA).

Course Grading:

The following grading system will be used:

A 93+	C+ 77-79
A- 90-92	C 74-76
B+ 87-89	C- 70-73
B 84-86	D+ 67-69
B- 80-83	D 64-66
	E <64

Academic Integrity

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.”

A faculty member who suspects that a student has committed academic misconduct is obligated by University Rules to report the student to COAM. If COAM finds that the student violated the code, then sanctions could include a failing grade and suspension or dismissal from the university.

Grades will be based on:

Quizzes: 2 @ 10 points each	20
Class presentations	40
Contribution to class discussion	30
<u>Final Exam</u>	<u>10</u>
Total:	100 points

Carmen Quizzes:

Students will be required to complete a total of 2 quizzes during the course of the quarter in Carmen. The purpose of the quizzes includes testing of knowledge gained from required readings and certain independent learning activities. Specific quiz due dates and topics are included in this syllabus. *There will be a maximum of 50% credit for quizzes submitted late.* A score of zero will be assigned to quizzes that are not completed.

Class presentations:

Students will identify and present an issue to the class that related to one of the ethical principles discussed in class and that pertains to people with intellectual and developmental disabilities. Issues may be selected from current local, national, or international events or may be issues that involve the students personally.

Contribution to class discussion:

For full participation credit, students will contribute more than once during each class. Comments will be insightful, constructive, and balanced between general impressions, opinions, and specific thoughtful criticism or contributions. Finally, students are expected to listen attentively when others share as indicated by comments that build on others' remarks.

Final Exam:

The final exam will be a comprehensive test of knowledge gained from required readings, class discussion, and independent learning activities. Students will complete the multiple choice exam in Carmen.

Students with Disabilities

If you have a disability that requires reasonable accommodations in any way, please inform the instructor as soon as possible so that I will be able to provide adequate accommodations.

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Class Schedule and Topics:

Week 1 (*Meeting date:* August 22nd)

Topic: Course overview and review of syllabus. Introduction to Ethics and Professional Issues.

Description: Review of syllabus, assignments, and expectations for class. This will be followed by a discussion of ethics codes and how they are applied.

Objectives: Students will be able to discuss the codes of conduct that guide professional practice in psychology as well as how ethical codes are applied and enforced.

Required Reading:

1. Ethics codes and how they are enforced (Chapter 1), pp. 7-65, Bersoff text.
2. How ethics are applied (Chapter 2), pp. 67-115, Bersoff text.
3. You just don't understand (Introduction), pp. 3-11; Tiny Tims, Supercrrips and the End of Pity (Chapter 1), pp. 12-40 in *No Pity* (Shapiro, 1993) – posted to *Carmen*.

Week 2 (*Meeting date: August 29th*)**Topic: Confidentiality, Privilege, and Privacy**

Description: This class will address the fundamental ethical value of confidentiality. Students will discuss confidentiality in the context of research, assessment, and therapy. Secondly, we will address limits to confidentiality with a focus on team structure and function as an integral part of working with people with developmental disabilities. Finally, issues specific to clients with developmental disabilities, their families, and other stakeholders will be discussed.

Objectives: The students will understand the distinctions among privacy, privilege, and confidentiality and be familiar with the confidentiality provisions in the APA Ethics Code.

Required Readings:

1. Confidentiality, Privilege, and Privacy (Chapter 4), pp. 159-213, Bersoff text.
2. *Ahead of His Time: Selected Speeches of Gunnar Dybwad* (Allard et al., 1999)– posted to *Carmen*
 - a. The Concept of Normalization (Chapter 6), pp. 31-33;
 - b. Ethical and Legal Problems in Rehabilitation and Medicine (Chapter 7), pp. 35-40;
 - c. Basic Legal Aspects in Providing Medical, Educational, Social and Vocational Help to the Mentally Retarded (Chapter 8), pp.41-48

Week 3 (*Meeting date: September 5th*)**Topic: Multiple Relationships**

Description: Beyond sexual impropriety, this class will address the issue of nonmaleficence and the spectrum of questionable relationships that might confront psychologists, regardless of their role and the setting in which they work.

Objectives: Students will understand the principles and ethical guidelines and prohibitions surrounding multiple relationships. Students will participate in a debate of ethical behavior in scenarios likely to come into play in developmental disabilities.

Required Readings:

1. Multiple Relationships (Chapter 5), pp. 215-270, Bersoff text.
2. The Macro-system and professional issues (Chapter 25), pp. 900-919 in *The Handbook of Intellectual Disability and Clinical Psychology Practice* (Carr et al., 2009) – posted to *Carmen*.
3. People First (Chapter 6), pp.184-210 in *No Pity* (Shapiro, 1993)– posted to *Carmen*.

Week 4 (Meeting date: September 12th)

Topic: Psychological Assessment

Description: Psychological assessment, including clinical, psycho-educational, and forensic testing comprise a portion of most psychologists' practice and convey ethical implications. From privacy and consent to dual loyalties, the ethical issues surrounding assessment will be explored. It is the psychologist's responsibility to ensure that the tests used are psychometrically sound and appropriate. The psychologist must be competent to not only administer but also make valid interpretations. We will address gathering, storing, interpreting, and disseminating information about test takers that is gleaned from assessment. We will not delve into topics of validity, reliability, norming, or standardization of tests except as they relate to ethical and social issues.

Objectives: Students will appreciate the ethical issues and obligations of testing, particularly testing to determine eligibility for services.

Required Readings:

1. Psychological Assessment (Chapter 6), pp. 271-327, Bersoff text.
2. Guidelines for Assessment of and Intervention with Persons with Disabilities, (<http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>) – posted to Carmen.
3. An Introduction to Assessment, Diagnosis, Intervention, and Services (Chapter 21), pp. 335-350 in *A Comprehensive Guide to Intellectual & Developmental Disabilities* (Brown & Percy, 2007)– posted to Carmen.

Week 5 (Meeting date: September 19th)

Topic: Therapy and Other Forms of Intervention

Description: Therapeutic relationships are unique in the level of intimacy expected and in the speed at which intimacy is reached. Usually, people enter therapy only after considerable worry and rumination. As painful as they find their situation or symptoms, they have grave reservations about the therapy process. Usually, they enter therapy voluntarily. When clients are deeply conflicted or compelled to see a psychologist, they may be anxious, needy, and vulnerable—maybe even hostile and negative toward the therapy process. Consider the client with intellectual disability who is less likely to self-refer and who may not have information about therapy. We will discuss ethical issues surrounding therapy, including informed consent, suicide, and risk management.

Objectives: Students will appreciate the ethical issues and obligations of providing therapy, including informed consent, written contract, and confidentiality.

Required Readings:

1. Therapy and Other Forms of Intervention (Chapter 7), pp. 329-383, Bersoff text.
2. Ethical Issues in Counseling Clients with Disabilities (Chapter 13), pp. 289-301 in *Psychotherapy for Individuals with Intellectual Disability* (Fletcher, 2011)– posted to Carmen.

3. Helping Parents Separate the Wheat from the Chaff: Putting Autism Treatments to the Test (Chapter 16), pp. 265- 277 in *Controversial Therapies for Developmental Disabilities* (Jacobson, Foxx, & Mulick, 2005)– posted to *Carmen*.

QUIZ #1 DUE September 20, 2017 MIDNIGHT

Week 6 (*Meeting date:* September 26th)

Topic: The Business of Psychology - Beth McCreary, PhD, guest lecture

Description: The logistics of doing professional psychology no longer simply involves renting an office; buying an oriental rug, an aquarium, and comfortable couches and chairs; and exercising independent professional discretion. Psychology is a business.

Psychologists are no longer therapists or doctors; they are health service providers (or worse yet, vendors). Those who receive treatment are no longer patients or clients; they are *consumers of psychological services*. Not to mention the threat of a malpractice claim. This changing world of psychology confronts the concerned clinician with an array of ethical issues.

Objectives:

- Students will discern the differences among sleazy behavior, bad form, illegal actions, and unethical conduct.

Required Readings:

1. The Business of Psychology (Chapter 10, pp. 531-579), Bersoff text.

Week 7 (*Meeting date:* October 3rd)

Topic: Learning Ethics and Behaving in an Ethical Manner

Description: Since the 1970s every accredited graduate program training professional psychologists is required to offer instruction in ethics yet ethical violations persist. In some cases, psychologists attempt to comply with the rules but rely on their own faulty interpretation of the rules. Caring for individuals with intellectual disabilities presents complex situations that present ethically sensitive and knowledgeable psychologists with fundamental and profound ethical dilemmas. Psychologists may understand the APA Ethics Code but violate them because they consider violation to be in the service of higher moral principles. The psychologist who wishes to act ethically in an ethically uncertain world needs to have both a philosophical base from which to make decisions and a method for using that base to build workable options.

Objective:

- Students will develop a problem-solving approach to solving ethical dilemmas.

Required Readings:

1. Learning Ethics (Chapter 3), pp. 117-157, Bersoff text.
2. Intellectual Disabilities- *Quo Vadis?* (Chapter 10), pp. 267—296 in *Handbook of Disability Studies* (Albrecht, Seelman, & Bury, 2001) – posted to *Carmen*.

3. United Nations Convention on the Rights of Persons with Disabilities, (http://www.un.org/disabilities/documents/convention/convention_accessible_pdf.pdf) – posted to *Carmen*.
4. “National Register Graduate Student Corner: Disability and Accessibility: Ethical Implications” (http://www.e-psychologist.org/index.iml?mdl=exam/show_article.mdl&Material_ID=97) – posted to *Carmen*

Week 8 (*Meeting date:* October 10th)

Topic: Ethics in Research, teaching, and supervision

Description: Science and the public are becoming increasingly aware that academia does not insulate one from the unethical behavior. People now know that for more than 60 years, academic scientists working for the federal government engaged in risky research that proved harmful to participants, who were never fully informed about the nature, costs, and benefits of the studies. It has also been acknowledged that professors sometimes do appropriate students’ ideas and works as their own; that teachers and supervisors develop intimate, sometimes sexual, relations with students and trainees; and that some teachers are often unprepared to face their classes or leave students languishing for months before returning examinations or seminar papers. These issues have become so salient that for the first time in nine revisions, the current (2002) set of APA Ethical Principles contains two sections of standards (Section 7- Training) and Section 8- Research and Publications.

Objectives: Students will be familiar with a broad array of ethical issues within academia, especially within teaching.

Required Readings:

1. Academia: Research, Teaching, and Supervision (Chapter 8), pp. 385-451, Bersoff text.
2. “Regulatory and ethical principles in research involving children and individuals with developmental disabilities,” (Yan & Munir, 2004)—posted to *Carmen*.

Week 9 (*Meeting date:* October 17th)

Topic: Ethics in Research with Human Participants

Description: This session will address ethical codes published by the office for protection from Research Risks. We will discuss examples to help the student understand the issues and lessons. The intent of this topic is to raise the student’s consciousness, not to preempt their own ethical analyses of dilemmas. Responsible decision-making is always predicated on the competence and expertise of the researcher making the decisions.

Objectives:

- Students will develop analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.

Required Readings:

1. Ethics in Research with Human Participants (Part I, pp. 3-57), in Sales & Folkman text.
2. “Research involving individuals with questionable capacity to consent: Points to consider,” (National Institute of Health, 1999)—posted to *Carmen*.

Week 10 (*Meeting date: October 24th*)

Topic: Ethics in Research with Human Participants, part 2

Description: This session will address ethical codes published by the office for protection from Research Risks. We will discuss examples to help the student understand the issues and lessons. The intent of this topic is to raise the student’s consciousness, not to preempt their own ethical analyses of dilemmas. Responsible decision-making is always predicated on the competence and expertise of the researcher making the decisions.

Objectives:

- This session will provide students with analytic tools for anticipating, understanding, resolving, minimizing, or circumventing ethical conflicts likely to arise in their research.

Required Readings:

1. Ethics in Research with Human Participants (Parts II and III, pp. 61-128), Sales & Folkman text.

QUIZ #2 DUE October 25, 2017 MIDNIGHT

Week 11 (*Meeting date: October 31st*)

Topic: Ethical Issues in Professional Practice in the field of Developmental Disabilities – Dr Betsey Benson, guest lecture

Description: Professional practice in the field of IDD can present differing sources of conflict between professional codes of practice and the reality of providing services to individuals who may be dependent on others. In this session, we will examine the nature of the ethical conflicts reported by IDD professionals to professional standards committees and the effects of managing ethical conflicts on the professional. We will also consider how differing views of ethical practice can affect the implementation of effective treatments.

Objective: Students will be familiar with the types of situations in which professionals providing services to individuals with IDD manage ethical conflicts.

Required Readings:

1. “What informs and shapes ethical practice in intellectual disability services?” (Wilson, Clegg, & Hardy, 2008) – posted to *Carmen*.
2. “Case report. Ethical issues involved in the implementation of a differential reinforcement of inappropriate behavior programme for the treatment of social isolation and ritualistic behaviour in an individual with intellectual disabilities,” (Iqbal, 2002) – posted to *Carmen*.

3. “Comment. The ethics of behavior modification: a comment on ethical issues in the implementation of a DRI programme for the treatment of social isolation and ritualistic behavior in a learning disabled individual,” (Reinders, 2002) – posted to *Carmen*.

Week 12 (*Meeting date:* November 7th)

Topic: Unique Ethical Dilemmas in Developmental Disabilities

Description: Discussion will focus on the unique ethical questions and difficulties relevant to the field of developmental disability. Students will debate the ethical principles at play in the growing interest in planned communities

Objectives:

- Students will apply ethical principles and problem-focused ethical decision making to a recent zeitgeist in the field of developmental disability.

Required Readings (all saved in *Carmen*):

1. Belott, S. (2015, September 23). *Think the Disability Inclusion Movement Isn't About You? Think Again*. Retrieved August 18, 2017, from http://www.huffingtonpost.com/shanna-belott/think-the-disability-inclusion-movement-isnt-about-you-think-again_b_8184198.html
2. Author. (2015, October 15). *The Synergy of a Planned Community for Individuals with Autism Spectrum Disorders & Aging Baby Boomers*. Retrieved August 18, 2017, from <http://udfcommunity.com/the-synergy-of-a-planned-community-for-individuals-with-autism-spectrum-disorders-aging-baby-boomers/>
3. Author. (2017, January 13). *About Us*. Retrieved August 18, 2017, from <http://www.innisfreevillage.org/about-us/>
4. Conner, D. (2011, May 12). 32 acres acquired for Jacksonville community for special-needs adults. Retrieved August 18, 2017, from <http://jacksonville.com/news/metro/2011-05-12/story/32-acres-acquired-jacksonville-community-special-needs-adults>
5. Heasley, S. (2011, May 17). *Community For Adults With Special Needs Ignites Debate*. Retrieved August 18, 2017, from <https://www.disabilitycoop.com/2011/05/13/planned-community-debate/13103/>

Week 13 (*Meeting date:* November 14th)

Topic: Current Issues in the field of Intellectual and Developmental Disability

Description: Students will identify and present an issue to the class that related to one of the ethical principles discussed in class and that pertains to people with intellectual and developmental disabilities. Issues can pertain to current local, national, or international events or may be issues that involve the students personally. Presenters will share 1-2 articles with the class and submit a 2-page summary of their issue and its relevance to ethical principles. Electronic copies of articles should be sent one week before the presentation to the class. Summaries are due in class the day the material is presented.

Objectives: Students will apply ethical principles to a current situation or case involving people with intellectual and developmental disabilities and discuss.

Required Readings:

1. Students will share with class 1-2 articles related to topic 1 week before presentation

Week 14 (*Meeting date:* November 21th)

Topic: Current Issues in the field of Intellectual and Developmental Disability

Description: Presentations from the previous week will continue.

Students will identify and present an issue to the class that related to one of the ethical principles discussed in class and that pertains to people with intellectual and developmental disabilities. Issues can pertain to current local, national, or international events or may be issues that involve the students personally. Presenters will share 1-2 articles with the class and submit a 2-page summary of their issue and its relevance to ethical principles. Electronic copies of articles should be sent one week before the presentation to the class. Summaries are due in class the day the material is presented.

Objectives: Students will apply ethical principles to a current situation or case involving people with intellectual and developmental disabilities and discuss.

Required Readings:

1. Students will share with class 1-2 articles related to topic 1 week before presentation

Week 15 (*Meeting date:* November 28th)

Topic: Forensic Settings – Marc Tassé, guest lecture

Description: Psychologists are often called upon to provide the criminal and civil court system useful expert information in order to inform decisions by judges and juries about human behavior. It is not only forensic psychologists who become involved with the law. Every psychologist- whether clinician scientist, or academician – is a potential expert witness and each must be prepared to interact with the legal system. Psychologists, whatever their training, may wish to inform legislative or regulatory bodies about pending enactments or to lobby for a certain measure. The psychologists' part in each of these scenarios is guided by ethical considerations. Although lawyers are obligated to champion their clients' causes through zealous and unbridled representation, different ethical imperatives may guide the behavior of psychologists who enter the hallowed halls of the law. We will address the "Atkins case" scenario where the Supreme Court decision that determined defendants with intellectual disability in capital cases would not face the death penalty.

Objectives:

- This session will examine the dimensions of ethical decision making in a forensic setting.

Required Readings:

1. Forensic Settings (Chapter 9, pp. 453-530), Bersoff text
2. “Specialty Guidelines for Forensic Psychology” (American Psychological Association, 2013)—posted to *Carmen*.
3. “Professional Issues in *Atkins* Assessments” (Gilbert, Cunningham, & Tassé, 2015)—posted to *Carmen*.

Week 16 (Meeting date: December 5th)

Week 17 (Final Exam: Wednesday December 13th 4-5:45pm)

FINAL EXAM DUE in Carmen

Reference List for Books, Book Chapters, and Articles for This Course

Albrecht, G.L., Seelman, K.D., & Bury, M. (Eds.). (2001). *Handbook of disability studies*. Thousand Oaks, CA: Sage Publications.

Allard, M.A., Howard, A.M., Vorderer, L.E., & Wells, A.I. (Eds.). (1999). *Ahead of his time: Selected speeches of Gunnar Dybwad*. American Association on Mental Retardation, AAMR.

American Psychological Association (2013). *American Psychologist*, 68, 7-19.

Author. (2017, January 13). *About Us*. Retrieved August 18, 2017, from <http://www.innisfreevillage.org/about-us/>

Author. (2015, October 15). *The Synergy of a Planned Community for Individuals with Autism Spectrum Disorders & Aging Baby Boomers*. Retrieved August 18, 2017, from <http://udfcommunity.com/the-synergy-of-a-planned-community-for-individuals-with-autism-spectrum-disorders-aging-baby-boomers/>

Belott, S. (2015, September 23). *Think the Disability Inclusion Movement Isn't About You? Think Again*. Retrieved August 18, 2017, from http://www.huffingtonpost.com/shanna-belott/think-the-disability-inclusion-movement-isnt-about-you-think-again_b_8184198.html

Bersoff, D. N. (2003). *Ethical conflicts in psychology* (3rd ed.). Washington DC: American Psychological Association (APA).

Brown, I. & Percy, M. (Eds.). (2007). *A comprehensive guide to intellectual and developmental disabilities*. Baltimore, MD: P. H. Brookes.

Carr, A., O'Reilly, G., Walsh, P.N., & McEvoy, J. (Eds.). (2009). *The handbook of intellectual disability and clinical psychology practice*. New York: Routledge.

- Conner, D. (2011, May 12). 32 acres acquired for Jacksonville community for special-needs adults. Retrieved August 18, 2017, from <http://jacksonville.com/news/metro/2011-05-12/story/32-acres-acquired-jacksonville-community-special-needs-adults>
- Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.
- Fletcher, R.J. (Ed.). (2011). *Psychotherapy for individuals with intellectual disability*. New York: NADD Press.
- Heasley, S. (2011, May 17). *Community For Adults With Special Needs Ignites Debate*. Retrieved August 18, 2017, from <https://www.disabilitycoop.com/2011/05/13/planned-community-debate/13103/>
- Iqbal, Z. (2002). Ethical issues involved in the implementation of a differential reinforcement of inappropriate behaviour programme for the treatment of social isolation and ritualistic behaviour in an individual with intellectual disabilities. *Journal of Intellectual Disability Research*, 46(1), 82–93.
- Jacobson, J.W., Foxx, R.M., & Mulick, J.A. (Eds.). (2005). *Controversial therapies for developmental disabilities: Fad, fashion, and science in professional practice*. Mahwah, N.J: Lawrence Erlbaum Association.
- Macvaugh, G., Cunningham, M., & Tassé, M. J. (2015). Professional Practice. In E. A. Polloway (Ed.), *The death penalty and intellectual disability* (pp. 325-336). Washington, DC: American Association on Intellectual and Developmental Disabilities.
- National Institutes of Health. (1999). Research involving individuals with questionable capacity to consent: Points to consider. *Biological Psychiatry*, 46, 1014–1016.
- Reinders, H. S. (2002). The ethics of behaviour modification: a comment on ethical issues in the implementation of a DRI programme for the treatment of social isolation and ritualistic behaviour in a learning disabled individual. *Journal of Intellectual Disability Research*, 46(2), 187–190.
- Sales, B. D., & Folkman, S. (Eds.). (2000). *Ethics in research with human participants* (1st ed.). Washington DC: American Psychological Association (APA).
- Shapiro, J. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.

- Wilson, N., Clegg, J., & Hardy, G. (2008). What informs and shapes ethical practice in Intellectual Disability services? *Journal of Intellectual Disability Research*, 52(7), 608–617.
- Yan, E. G., & Munir, K. M. (2004). Regulatory and ethical principles in research involving children and individuals with developmental disabilities. *Ethics & behavior*, 14(1), 31–49.

The Ohio State University

HTHRHSC 7717 (cross-listed course)

Interdisciplinary Perspectives on Developmental Disabilities

Autumn Semester 2017

Credit:	3 credit hours
Location:	Room 230 McCampbell Hall
Time:	Monday 4:00 p.m. – 6:48 p.m.
Instructors:	Luc Lecavalier, PhD ● email: luc.lecavalier@osumc.edu Marc J. Tassé PhD ● email: marc.tasse@osumc.edu
T.A.	Dana Kamara ● email: dana.kamara@osumc.edu
Office Hours:	By appointment; 357 McCampbell Hall ● please contact either of us via email.
Guest Presenters:	Dawn Allain, MS, CGC; Tom Fish, PhD; Susan M. Havercamp, PhD; Betsey Benson, PhD; Margo Izzo, PhD.; Paula Rabidoux, PhD, CCC; Karen Ratliff-Schaub, MD; Katie Walton, PhD, Andrea Witwer, PhD.

Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. This syllabus and all instructional materials of this course can be provided in alternative formats upon request. Please contact Luc Lecavalier, PhD at email: luc.lecavalier@osumc.edu.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see: Code of Student Conduct http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf.

Course Description

According to the [Developmental Disabilities Act](#), section 102(8), the term "developmental disability" means a severe, chronic disability of an individual 5 years of age or older that:

1. Is attributable to a mental or physical impairment or combination of mental and physical impairments;
2. Is manifested before the individual attains age 22;
3. Is likely to continue indefinitely;
4. Results in substantial functional limitations in three or more of the following areas of major life activity:
 - i. Self-care
 - ii. Receptive and expressive language
 - iii. Learning
 - iv. Mobility
 - v. Self-direction
 - vi. Capacity for independent living

vii. Economic self-sufficiency

5. Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated, except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

People with developmental disabilities may have one of many diagnoses that could include intellectual disability, autism spectrum disorders, cerebral palsy, Down syndrome, developmental delay, spina bifida, muscular dystrophy, and others. In the past, these individuals were outcast, ignored, or ridiculed by people with and without disabilities and were often abandoned even by their own families. Political activism during the 1960s and interest group advocacy led to a series of federal legislation that have radically altered the life opportunities of persons with developmental disabilities and the way they are perceived by society. Parents, advocates, consumers, and professionals have played a critical role in this historical process. ***This course has been designed as an advanced overview course in developmental disabilities for graduate students from a broad spectrum of academic disciplines who are planning a leadership career in the field of disabilities.*** It is also applicable for community professionals seeking continuing education credits.

The course will be team-taught by an interdisciplinary group of faculty from across Ohio State and Nationwide Children's Hospital. A focus of this course will be to demonstrate the complexity of developmental disabilities and the resulting need for an interdisciplinary perspective in understanding, preventing and providing supports and services to persons with developmental disabilities. Individual class sessions will adopt different formats of presentation depending on the presenter and the topic. Integration of the topics across sessions will occur through written assignments and formal and informal discussions during each class period.

Course Objectives

By the conclusion of the course, each student will be able to:

- Demonstrate an understanding of etiology, diagnosis, medical risk factors, epidemiology, and prevention and treatment associated with developmental disabilities.
- Demonstrate an understanding of the psychosocial aspects of developmental disabilities, including assessment of intellectual disability, autism spectrum disorders, psychopathology in persons with developmental disabilities, and early intervention.
- Explain the similarities and differences in professional roles and analyze his/her discipline's role in the area of developmental disabilities.
- Demonstrate an understanding of team development and functioning and its role in developmental disabilities.
- Evaluate components of effective interdisciplinary teams, particularly in the areas of communication, leadership, decision-making, and conflict management.
- Discuss relevant legislation, legal issues, consumer rights associated with persons with developmental disabilities, and basic ethical principles.
- Discuss community programs, services, and support systems for persons with developmental disabilities.

- Demonstrate a basic understanding of person- and family-centered intervention.
- Demonstrate a basic understanding of self-determination and self-advocacy and also transitions within the educational setting and through different life phases and how these issues impact a person with a disability and their family.
- Demonstrate an understanding of diversity and its importance in developmental disabilities.

Course Requirements

Students are expected to attend class regularly, complete all assignments, and come to class prepared to discuss the assigned readings and actively participate in learning activities. Because of the interactive format, your attendance and contributions are important.

Course Format

The course format will include a combination of lecture, class discussion, group learning activities, and individual learning activities. The course syllabus, lecture material, handouts, and some reading materials are accessible in Carmen format. ***Each student is required to visit the Carmen/Canvas course site at least weekly to print lecture materials, access required readings, and review any messages posted by the course instructor. It is expected that all students will read all materials prior to class.***

Please contact the course instructor *on the first day of class* if assistance is needed accessing the course information found on Carmen/Canvas.

Required Text (available for purchase at campus Barnes & Noble bookstore)

Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd edition). Baltimore: Paul H. Brookes, Publishing Co., Inc.

Selected chapters are required reading – see class schedule for assigned chapters. Additional reading will be required to complement chapters and course lectures.

Course Grading

The following grading system will be used:

A	93+	B+	87-89	C+	77-79	D+	67-69	E	<64
A-	90-92	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73				

Grades will be based on:

Debate Presentation	20
Mid-Term Exam	40
Final Exam	40
Total: 100 points	

Debate Presentation (20 points)

Each student will be required to prepare and present a debate as a part of a small group (4 to 6 students). Topics and groups will be assigned on the first day of class. Each group will be divided into 2 smaller subgroups (2 - 3 students per subgroup) to allow for students to present 2 opposing perspectives. **Each presentation will be limited to 20 minutes.** The purpose of this assignment is to present evidence supporting one perspectives of a controversial topic/issue in DD. Each subgroup will be required to cite information from a minimum of 5 references; references should be from peer-reviewed journals. Potential debate topics include: banning the R-word, vaccines as a cause of autism, labeling, sterilization, plastic surgery to correct dysmorphic features, planned communities, and others.

Mid-Term Exam (40 points)

The mid-term exam will cover the first half of the semester (approximately first 6 weeks) of lectures, readings, and course material. The exam will consist of short answers and multiple choice items. The mid-term exam will be taken in class during week 7.

End-of-Term Exam (40 points)

The end-of-term exam will cover the second half of the semester (approximately last 6 weeks) of lectures, readings, and course material. The end-of-term exam will consist of short answers and multiple choice items. The end-of-term exam will be taken in class during week 14.

SUMMARY OF ASSIGNMENTS

Assignment	Date
Mid-Term Exam	October 16 th
Debate Presentation	October 16 th
Final Exam	December 4 th

Class Schedule and Topics

Week 1 – August 28, 2017

Topic: Course overview and review of syllabus. Introduction to Developmental Disabilities.

Presenters: Marc J. Tassé, PhD

Description: Review of syllabus, assignments, and expectations for class. This will be followed by a presentation on the definition of developmental disabilities, brief history and overview of intellectual and developmental disabilities.

Objectives: Students should have a good understanding of: basic epidemiological information, definition and diagnostic criteria of developmental disabilities and intellectual disability, best practices in assessment, federal legislation associated with UCEDD, DD Council, and P&A network.

Required Reading:

1. Chapter 25. Introduction to intellectual and developmental disabilities (pp. 357-372).
2. Supplemental readings (see Carmen website to download): (1) DD Act PL 106-402; (2) Chapter 1 of Schalock et al. (2010).

September 4, 2017: LABOR DAY – No Class / Campus Closed

Week 2 – September 11, 2017

Topic: Autism Spectrum Disorder

Presenter: Luc Lecavalier, PhD

Description: Overview of autism spectrum disorders: history, causes, major controversies, diagnosis, and best practice intervention recommendations.

Objectives: Students will know the core symptoms associated with autism spectrum disorders, understand the distinction between the different types of autism, know the best practices in the diagnostic/assessment procedures and intervention strategies.

Required Reading:

1. Chapter 16. Autism spectrum disorder (pp. 219-230).
2. Jain, A., Marshall, J., Buikema, A., Bancroft, T., Kelly, J., & Newschaffer, C. J. (2015). Autism Occurrence by MMR Vaccine Status Among US Children with Older Siblings with and without Autism. *The Journal of the American Medical Association*, 313(15), 1534-1540.
3. Mandell, D. & Lecavalier, L. (2014). Should we believe the Centers for Disease Control and Prevention's autism. *Autism*, 18(5), 482-284.

Week 3 – September 18, 2017

Topic: Behavior Supports

Presenter: Andrea Witwer, PhD

Description: Review of problem behavior, their causes, function, and methods of assessing them. Overview of functional behavior assessment and treatment interventions for problem behaviors.

Objectives: Students will know the different possible functions of problem behavior. Students will be able to describe the elements of functional behavior assessment and identify possible intervention strategies based on the function of the behavior.

Required Readings:

1. Chapter 28: Behavioral Interventions (pp 401-412)

Week 4 – September 25, 2017

Topic: Genetic and Biological causes of Developmental Disabilities.

Presenter: Dawn Allain, MS, CGC

Description: Overview of genetic principles, discussion of specific genetic and biological causes associated with developmental disabilities, review of specific syndromes.

Objectives: Students should develop an understanding of biological causes of developmental disabilities and of screening techniques and medical prevention.

Required Reading:

1. Moeschler, J. B. & Shevell, M. (2014). Comprehensive evaluation of the child with intellectual disability or global developmental delays. *Pediatrics*, 134, e903-e918.

1. Shaffer, L. G. (2005). American College of Medical Genetics guideline on the cytogenetic evaluation of the individual with developmental delay or mental retardation. *Genetics in Medicine*, 7(9), 650-654.
2. SUPPLEMENTAL READING: Chapter 10. Introduction to genetics, genomics, epigenetics, and intellectual and developmental disabilities (pp. 113-126).
3. SUPPLEMENTAL READING: Chapter 13. Factors causing or contributing to intellectual and developmental disabilities (pp. 175-194).

Reference text to consult: Bennett, R. L., Steinhaus French, K., Resta, R. G., Lochner Doyle, D. (2008). Standardized Human Pedigree Nomenclature: Update and Assessment of the Recommendations of the National Society of Genetic Counselors. *Journal of Genetics Counseling*, 17, 424-433.

Week 5 - October 2, 2017

Topic: Communication Disorders and Use of Assistive Technology

Presenter: Paula Rabidoux, PhD, CCC-SLP

Description: Overview of language and speech disorders in persons with developmental disabilities, presentation of assessment and intervention strategies, overview of assistive technology commonly used.

Objectives: Students will learn the procedures and tools used in conducting a speech evaluations, know the best practices in assessment and intervention, understand the role of technology in assistive/augmentative communication.

Required Readings:

1. Chapter 31. Language and communication assessments and interventions (pp. 447-460).
2. Chapter 32. Augmentative and alternative communication (pp. 461-474).
3. Light, J. & McNaughton, D. (2013). Putting people first: Re-thinking the role of technology in augmentative and alternative communication intervention. *Augmentative and Alternative Communication*, 29(4), 299-309.
4. Brady, N. C., Bruce, S., Goldman, A., Erickson, K., Mineo, B., Ogletree, B. T., ... Wilkinson, K. (2016). Communication services and supports for individuals with severe disabilities: Guidance for assessment and Intervention. *American Journal on Intellectual and Developmental Disabilities*, 121, 121-138.

Week 6 - October 9, 2017

Topic: Health Disparities and Healthcare Promotion

Presenter: Susan M. Haverkamp, PhD

Description: Persons with developmental disabilities face numerous barriers to health equity including poor health surveillance data, a paucity of DD training for health care professionals, inadequate access to health care, and few opportunities for accessible health promotion activities. This lecture will review these important issues. We will discuss the *National Core Indicators* and the valuable state-wide and national data on health issues faced by persons with DD. We will discuss best practices in educational trainings to health care professionals and how these interventions can improve quality of care. We will also present existing evidence-based health promotion materials. Health inequalities in persons with DD are complex and hence require a correspondingly thorough and multi-discipline solution

Objectives: The students will have an understanding of the existing health issues of persons with DD, know what is National Core Indicators survey, and be able to recall the research on health disparities and issues related to problems with access to healthcare.

Required Readings:

1. Chapter 46. Physical health (pp. 655-678).
2. Hithersay, R., Strydom, A., Moulster, G., & Buszewicz, M. (2014). Carer-led health interventions to monitor, promote and improve the health of adults with intellectual disabilities in the community: a systematic review. *Research in Developmental Disabilities, 35*(4), 887-907.
3. Bergström, H., Hagströmer, M., Hagberg, J., & Elinder, L. S. (2013). A multi-component universal intervention to improve diet and physical activity among adults with intellectual disabilities in community residences: a cluster randomised controlled trial. *Research in Developmental Disabilities, 34*(11), 3847-3857.

Week 7 – October 16, 2017

- **Mid-Term Exam (first half of class – 4:00 – 5:15pm) & Debate Presentations**
- **Debate Presentations are in SMALL GROUPS (second half of class – 5:30 – 6:48pm).**
Groups will be determined by course instructor and announced at WEEK 2.

Week 8 – October 23, 2017**Topic: Understanding, Supporting, and Involving Families****Presenters:** Tom Fish, PhD

Description: This presentation will include a discussion of family systems, theory of the grieving process, importance of family involvement, and family support. This presentation will empower trainees to feel more confident about their approaches toward engaging families. We will discuss a variety of strategies that can be used in this regard. Additionally, we will discuss the importance of supporting family advocacy and family-centered care.

Objectives:

1. Improved understanding of family adjustment to having a child with a disability
2. Increased awareness of the various roles families play in the lives of the children with disabilities throughout the life cycle.
3. Students will have a greater understanding of family-centered care and the rationale for such.
4. Students will understand how critically important family advocacy has been and continues to be for families with a child with a disability.

Required Readings:

1. Chapter 40: Providing support that enhances a family's quality of life (pp. 583-596).
2. PACER Center: Champions for Children with Disabilities www.pacer.org
3. Cincinnati Children's www.cincinnatichildrens.org/patients/care/family-centered

Week 9 – October 30, 2017**Topic: Understanding, Supporting, and Involving Siblings****Presenter:** Tom Fish, PhD

Description: This presentation will provide an understanding of the important roles that siblings both can and often do play in the lives of their brothers and sisters with disabilities. A variety of support and advocacy programs will be presented. How professionals can reach out to and support siblings will also be addressed.

Objectives:

1. Better understanding of sibling strengths and needs
2. Insight into how to support and engage siblings

Required Readings:

1. Braddock, D. (2010). Perspectives: Honoring Eunice Kennedy Shriver's Legacy in Intellectual Disability, *Intellectual and Developmental Disabilities*, 48 (1). 63-72.
2. Stoneman, Z. (2005) Siblings of Children with Disabilities: Research Themes. *Mental Retardation*, 43, 339-350.

Week 10 – November 6, 2017**Topic: Transition from School to Adult Life****Presenter:** Margo Izzo, PhD

Description: This class will focus on the interdisciplinary nature of the IEP team that is designated to develop an appropriate educational program for students with disabilities served through public education programs. The IEP process, as mandated by IDEA of 2004, will be reviewed and discussed. Students will gain an appreciation of the unique and overlapping skills of members of the interdisciplinary team. Strategies to promote self-determination and self-advocacy prior to graduating from a high school environment will be identified. Common procedures for processing documentation and approving accommodations will be discussed. The use of interdisciplinary teams within the adult system will be discussed as adults with disabilities navigate the program-centered systems.

Objectives: Students will compare and contrast the concepts of self-determination, self-advocacy and disclosure and discuss strategies to promote self-determination among high school and college students with disabilities and adult consumers. Students will describe the process of developing the summary of performance (SOP), as required by IDEA, in a student-centered manner. This session discuss the rights and responsibilities of students with disabilities enrolled in postsecondary education programs.

Required Readings:

1. Chapter 37. The transition from school to adult life (pp. 541-556).
2. Chapter 38. Work and employment for people with intellectual and developmental disabilities (pp. 557-568).

Consult these two Internet Resources:=> www.thinkcollege.net (watch at least one video – under the training tab)=> <http://transitionta.org/effectivepractices> (review the evidence-based Practices Tab).**Week 11: November 13, 2017****Topic: Interdisciplinary Teams****Presenter:** Karen Ratliff-Schaub, MD

Description: This class will focus on team structure and function as an integral part of working with people with developmental disabilities. Many professionals consider interdisciplinary teams a necessity for the comprehensive treatment of persons with developmental disabilities. Students will develop an understanding of various types of team structures, of the history of interdisciplinary teams, and of the dynamics of effective teams. Information on theory and practice will be provided as well as specific information on Communication and Leadership. Active learning strategies will be utilized in addition to lecture materials.

Objectives: The students will be able to recognize the need and benefits of a team approach to working with people with developmental disabilities, understand theories of team development, explain similarities and differences among various types of teams, recognize components of effective teams, and identify components of effective communication, leadership, decision-making, and conflict management.

Required Readings:

1. Brown, R. (2007). Roles, Education, Training, and Professional Values of Disability Personnel (pp. 415 – 430). In I. Brown & M. Percy (Eds.), *A comprehensive guide to intellectual & developmental disabilities*. Baltimore: Paul H. Brookes Publishing Co.

Week 12 – November 20, 2017

Topic: Co-occurrence of Psychopathology

Presenter: Betsey Benson, PhD

Description: This class will focus on the psychiatric disorders and problem behaviors in persons with DD and its prevalence, assessment, and intervention.

Objectives: Students will be introduced to the assessment of psychopathology, adaptations/differences in clinical presentation, assessment, and use of medication to treat mental illness in persons with DD and other treatments in persons with DD, students will be introduced to the Diagnostic Manual for Persons with Intellectual Disability (DM-ID).

Required Readings:

1. Chapter 47. People with intellectual and developmental disabilities and mental health needs (pp. 679-694).

Supplemental Readings:

2. Fletcher, R. J., Barnhill, J., & Cooper, S. A. (2017). *Diagnostic Manual – Intellectual Disability (2nd Edition): A textbook of diagnosis of mental disorders in persons with intellectual disability*. Kingston, NY: NADD Press.

Week 13 – November 27, 2017

Topic: Early Intervention/Early Childhood Education

Presenter: Katie Walton, PhD

Description: Overview of the benefits and best practices in early intervention and evidence-based models in early childhood education, presentation of some models of interventions and the data associated with outcomes in child's development.

Objectives: Students should have a good understanding of the important elements of early intervention and early childhood education, good grasp of the statistics associated with EI/ECE outcomes, and differentiate between the major EI/ECE models.

Required Reading:

1. Chapter 12. Brain plasticity (pp. 165-172).
2. Chapter 34. Early intervention for young children (pp. 495-508).
3. Odom, S. L. & Wolery, M. (2003). A Unified Theory of Practice in Early Intervention/Early Childhood Special Education: Evidence-Based. *The Journal of Special Education*, 37, 164–173.
4. Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-spced.org/recommendedpractices>

Week 14 – December 4, 2017

- **Final Exam Room 230 (entire class period: 4:00 – 6:48pm).**

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PSYCH 7840 Syllabus

Practicum in Intellectual and Developmental Disability Psychology

Instructor: Andrea Witwer, PhD

Office: 371 McCampbell Hall

Telephone: 614-685-8721

Email: andrea.witwer@osumc.edu

Description:

IDD psychology students are introduced to practicum experiences while closely supervised in the in-house Nisonger Clinics for 3 semesters. They are placed in the following: Interdisciplinary Developmental Clinic (FDC), School-Age Autism Developmental Clinic (SADC), and/or Transition-age Autism Developmental Clinic. This practicum is required of second year IDD students and can be available for more advanced students seeking additional practice or for those who require further skills development.

- Each Clinic case will have at most
 - 1 novice student (assisting and learning assessments)
 - 1 advanced student (conducting interview, working with novice student to administer assessments, and writing reports)
- Faculty (licensed psychologist) and/or Postdoctoral Fellows supervised by faculty will be directly involved in case, modeling assessment or observing and providing on-going feedback.

Topical Outline:

- Students will obtain follow competency before advancing:
 - ADOS
 - Consensus Coding 80% agreement on Modules 1-3
 - Fidelity in administration rated by supervisor according to UMACC Fidelity Checklist
 - Independent Administration and Interpretation
 - Developmental Assessment (Bayley, Mullen)
 - Read Manual
 - Observe Administration and assist in material management
 - Administer with assistance in materials management
 - Independent Administration and Interpretations
 - Intelligence Testing (Stanford Binet, WISC)
 - Read Manual and Interpretation guidelines
 - Observe Administration and assist in material management
 - Independent Administration and Interpretations
 - Achievement Testing (Woodcock Johnson and WIAT-III)
 - Read Manual and Interpretation guidelines
 - Observe Administration and assist in material management
 - Independent Administration and Interpretations
 - Adaptive Behavior (ABAS-II, Vineland)

- Read Manual and Interpretation guidelines
- Independent Administration and Interpretations
- Psychopathology/Behavioral Assessments (CBCL, NCBRF, P-ChIPS etc)
 - Read Manual and Interpretation guidelines
 - Independent Administration and Interpretations
- Conduct Psychological Interview
- Provide Comprehensive Feedback to Family/Client
 - Feedback will first be with supervisor in room, then progress to remote observation
 - Trainee should be able to give feedback independently before completing practicum
- Write Comprehensive Report including recommendations
 - Reports must be completed within deadlines
 - Reports should be written at professional level
- Complete adequate case preparation
 - be able to complete case review
 - have reviewed and be familiar with tests to be administered
 - prepare all of clinic environment so that it is appropriate in appearance and in items available in room for client.

Supervision:

- Weekly 1 hour group supervision with licensed psychologists, other graduate students and postdoctoral fellows. Group supervision will consist of 30 minutes of didactics regarding assessment and 30 minutes of case review. Students will be expected to review test or other reading material which will be discussed.
- 1:1 Supervision during assessment for Clinics via real-time observation and debriefing meeting afterward with be provided by licensed supervisor and postdoctoral fellows
- Recorded sessions for more advanced trainees that can be reviewed during weekly 1:1 supervision meetings

Grading:

Satisfactory/Unsatisfactory. Trainees will be rated quarterly on progression toward competency (see Quarterly Competency Rating Form). A mid-semester meeting will be scheduled to discuss progress. If a student fails to reach competency at the end of their rotation they will meet with the faculty to determine what additional experience is necessary prior to promotion to additional practicum sites.

All students receiving an 80% or higher will earn a grade of Satisfactory. All those below 80% will earn a grade of Unsatisfactory. Grading will be determined based on the following:

Meeting Written Deadlines (40%)

Trainees must meet the following expectations:

1. Review the chart prior to the appointment and provide a typed chart review to the supervising psychologist prior to group supervision. Present chart, including all scored instruments during team

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meeting. This should all be done prior to the meeting. Attend the thirty minute “team” conference which occurs on the day of the appointment in its entirety. Trainees should already have necessary parent/teacher report forms pulled (e.g., CBCL/TRF, etc.), scored and ready to take into the intake interview.

2. Following the intake interview and testing at the first appointment, the trainee needs to have the background history section of the report and autism criteria/ADOS sections completed no later than one week after the initial appointment (e.g., if you see a Thursday PM case, your supervisor needs to see the above draft via email by 5pm the following Thursday).

3. After follow up testing, the trainee needs to have all protocols scored and available at the following week group supervision meeting. (e.g., if you test on a Thursday, you need to show your supervisor scored protocols by Tuesday group supervision the next week).

4. After follow up testing, the trainee will have a draft of the report to the supervisor within one week of testing (e.g., if you test on a Thursday, the supervisor needs the report by the following Thursday at 5pm).

5. Any subsequent edits to the report need to be completed within three business days of having received the edits (e.g., if you get a report back on a Tuesday, the supervisor needs the report back by 5pm on Friday).

- If a trainee fails to meet any of these deadlines more than once, a performance improvement plan will be implemented and placed in the trainee’s file.
- Students will be graded weekly on these 5 expectations, receiving 20 points each (i.e., 100 points per week).

Attendance (20%)

Attendance:

Students are expected to attend all clinics during the semester in which they are enrolled- finals week will be used to finalize any outstanding reports. Student absences will be excused for conference attendance and illness. All others excuses will be reviewed on a case-by-case basis. Personal vacations should be scheduled during Breaks, not during the quarter/semester. One unexcused absence will result in earning 80 out of 100 total attendance points. Twenty points will be deducted for each subsequent unexcused absence.

Preparation (20%):

- Students are expected to have interview template and all interview questions printed prior to the team meeting on the day of clinic.
- All planned assessments (as discussed during group supervision) should be reviewed/practiced prior to the appointment.
- The day of the appointment, all planned assessments should be pulled (including protocols). If you are observing, a copy for you to reference should be copied prior to the appointment.

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- Students are expected to be ready to talk about the previous week's client as well as the upcoming client. This includes having all protocols scored and available at supervision.
- Students will be graded weekly on these 4 expectations, which equate to 100 points per week.

Written reflection (20%)

- Students will be assigned written reflections throughout the semester, worth 10 points each. Topics will vary from observations of specific assessments, both administered by themselves and other. Once appropriate they will watch themselves on video conducting interviews, assessments and feedback and write reflections.
- All reflections are due 24 hours prior to group supervision.

Clinical Competency

Students will also be rated each semester in regard to clinical competency. These become part of their record and will be shared with licensing boards as requested.

QUARTERLY COMPETENCY RATING FORM-NISONGER

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the using the following **frequency scale**:

- 0: Never/Rarely
- 1: Sometimes
- 2: Often
- 3: Almost Always
- 4: Always

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.

- Understands professional values; honest, responsible

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- Adherence to professional values; recognizes situations that challenge adherence to professional values

1B. Deportment

- Understands how to conduct oneself in a professional manner
- Communication and physical conduct (including attire) is professionally appropriate, across different settings

1C. Accountability

- Accountable and reliable
- Accepts responsibility for own actions

1D. Concern for the Welfare of Others

- Demonstrates awareness of the need to uphold and protect the welfare of others
- Acts to understand and safeguard the welfare of others

1E. Professional Identity

- Demonstrates beginning understanding of self as professional
- Displays emerging professional identity; uses resources (e.g., supervision, literature) for professional development

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context

- Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others
- Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

2B. Others as Shaped by Individual and Cultural Diversity and Context

- Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings
- Applies knowledge of others as cultural beings in assessment, treatment, and consultation

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

- Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others

- Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines

- Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting
- Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations

3B. Awareness and Application of Ethical Decision Making

- Demonstrates awareness of the importance of applying an ethical decision model to practice
- Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma

3C. Ethical Conduct

- Displays ethical attitudes and values
- Integrates own moral principles/ethical values in professional conduct

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

4A. Reflective Practice

- Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)
- Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action

4D. Participation in Supervision Process

- Demonstrates straightforward, truthful, and respectful communication in supervisory relationship
- Effectively participates in supervision

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

5A. Interpersonal Relationships

- Displays interpersonal skills
- Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

5B. Affective Skills

- Displays affective skills
- Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively

5C. Expressive Skills

- Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills
- Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

- **8A. Knowledge and Application of Evidence-Based Practice**
 - Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology
 - Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

- **9B. Knowledge of Assessment Methods**
 - Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
 - Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances
- **9C. Application of Assessment Methods**

- Demonstrates knowledge of measurement across domains of functioning and practice settings
- Selects appropriate assessment measures to answer diagnostic question
- **9D. Diagnosis**
 - Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity
 - Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity
- **9E. Conceptualization and Recommendations**
 - Demonstrates basic knowledge of formulating diagnosis and case conceptualization
 - Utilizes systematic approaches of gathering data to inform clinical decision-making
- **9F. Communication of Assessment Findings**
 - Demonstrates awareness of models of report writing and progress notes
 - Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

- **10A. Intervention planning**
 - Displays basic understanding of the relationship between assessment and intervention
 - Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation
- **10B. Skills**
 - Displays basic helping skills
 - Displays clinical skills
- **10C. Intervention Implementation**
 - Demonstrates basic knowledge of intervention strategies
 - Implements evidence-based interventions
- **10D. Progress Evaluation**
 - Demonstrates basic knowledge of the assessment of intervention progress and outcome
 - Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

- **14A. Knowledge of the Shared and Distinctive Contributions of Other Professions**
 - Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals

- **14B. Functioning in Multidisciplinary and Interdisciplinary Contexts**
 - Cooperates with others
 - Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning
- **14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes**
 - Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals
- **14D. Respectful and Productive Relationships with Individuals from Other Professions**
 - Demonstrates awareness of the benefits of forming collaborative relationships with other professionals
 - Develops and maintains collaborative relationships and respect for other professionals

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions: What are the trainee's particular strengths? What are the trainee's particular weaknesses? How can he/she improve upon these? Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

INTRODUCTION TO BIOLOGICAL PSYCHIATRY

(PSYCH 5613H – SPRING SEMESTER, 2018)

T, Th 12:45 - 2:05 Room 10 Psychology Bldg.

Dr. John P. Bruno

Professor and Chair Dept. of Psychology;

Joint appointments with Neuroscience and Psychiatry

Office: Room 225 Psychology Bldg.

Voice: 2-1770; bruno.1@osu.edu

Office Hrs: by appointment (**contact Kevin at mccarthy.232@osu.edu**)

*****PDFs of *Most Readings* and *All PPTs* from Lectures are on CANVAS*****

(READING LISTS WILL BE POSTED/DISTRIBUTED AT BEGINNING OF EACH TOPICAL SECTION)

TOPICAL SYLLABUS

WEEK	TOPIC TO BE DISCUSSED
	<u>I. ESSENTIAL TOPICS IN CONTEMPORARY NEUROSCIENCE</u>
1	INTRODUCTION TO BIOLOGICAL PSYCHIATRY & 'RDOC' 7 TOPICS IN NEUROSCIENCE THAT WE <u>MUST</u> UNDERSTAND BEFORE WE CAN BEGIN! (#1) THE EROSION OF DALE'S LAW AND (#2) RECEPTOR SUBTYPES: INCREASE NEURONAL MESSAGING AT LOW COST
2	(#3) INFORMATION PROCESSING: DIFFERENT TEMPORAL AND SPATIAL SCALES; (#4) VALIDATION OF THE COMPARATIVE METHOD (THE VALUE OF ANIMAL MODELS)
3	(#5) BEHAVIORS ARE MEDIATED BY DISTRIBUTED NEURAL NETWORKS; (#6) EXAMPLES OF NEUROMODULATION OF SYNAPSES AND NETWORKS; (#7) GLIAL-NEURONAL INTERACTIONS

II. AFFECT REGULATION & MOOD DISORDERS

A. DEPRESSIVE DISORDERS

4. **EXAM #1**; AFFECTIVE NEUROSCIENCE; SYMPTOMS; DSMV vs RDOC
5. SUBCORTICAL/CORTICAL DYSFUNCTIONS (PATHOPHYSIOLOGY)
6. EXECUTIVE FUNCTION DEFICITS/CURRENT THERAPEUTICS
7. EXPERIMENTAL THERAPEUTICS/**QUIZ #1**

B. GENERALIZED ANXIETY DISORDER

8. SYMPTOMS; DSMV vs RDOC; PATHOPHYSIOLOGY
9. NEUROBIOLOGY/THERAPEUTICS

III. POST-TRAUMATIC STRESS DISORDER (PTSD)

10. SYMPTOMS; DSMV vs RDOC; PATHOPHYSIOLOGY/**QUIZ #2**
11. THERAPEUTICS/**EXAM #2**

IV. SCHIZOPHRENIA

12. SYMPTOMS; DSMV vs RDOC; PATHOPHYSIOLOGY
13. ETIOLOGY; NEURODEVELOPMENTAL HYPOTHESES
14. CURRENT/EXPERIMENTAL THERAPEUTICS/**QUIZ #3**

XX. GRADUATE STUDENT PAPERS ARE DUE

EXAM #3 – DURING FINALS PERIOD

Course Objectives:

The purpose of this course is to provide a contemporary survey of our understanding of the biological bases of several significant psychopathologies. The course will highlight four disorders- depression, anxiety disorders, post-traumatic stress disorder (PTSD), and schizophrenia. For each disorder, students will learn the diagnostic classifications, presenting symptomatology, underlying neurobiological dysfunctions, theories regarding etiology, and current and future (experimental) therapeutic strategies. **We will directly compare the heuristic leverage provided by the long-time DSM approach with that of the more contemporary RDOC perspective.** As appropriate, the utility of animal models for modeling aspects of etiology and potential therapeutics in each of these disorders will also be discussed.

An important goal of this course is to train advanced students to critically read the primary literature. The required readings in this course are complex, written at a high scholarly level and will require a significant effort to process. You will have to devote sufficient time at the beginning of each week to read these articles in preparation for the discussions in class. This is a high level course and the instructor expects that all students will read the material prior to class and come prepared to discuss the readings.

An additional goal of this course is to develop critical thinking and oral/writing skills that are vital to any post-graduate training experience. Thus, the examinations will consist of short written essays or individual oral evaluations focusing on the ability to support or refute hypotheses on the basis of the scientific literature.

Student Evaluation:

There will be three examinations in this course, they will each contribute 25% of the final grade. The exams will be short-essay with an option for an oral final. There will also be three quizzes, each contributing 5% of the final grade. Importantly, the quality of classroom participation will contribute significantly to your final grade (10%). Thus, class attendance and active participation is critical to your success in this course. *Rather than assuming that performance in this class will follow a theoretical normal distribution, with 90% = A, 80% = B, etc; the course grades may be curved (higher or lower) depending upon overall class performance.*

Graduate students in the class will have an additional requirement; a 3-5 pg paper on psychopathologies not covered in the course. These will be due the first day of the final exam period.

Required Readings and Power Points:

The goal of this course is to provide a high-level, contemporary discussion of the scientific literature, thus, each section contains several required journal articles from the primary literature (see preliminary list below). Electronic copies of all articles, not distributed in class, along with color versions of the Power Points used during class, will be available on **CANVAS** (accessed through <https://carmen.osu.edu/>) under my name/Spring 2018/H5613 .

Recommended Background Reading:

Professor Bruno will be happy to recommend (and possibly provide) a few background chapters/texts on neurophysiology, neuroanatomy and psychopharmacology.

****** ADDITIONAL IMPORTANT CLASS POLICIES ******

Academic Misconduct: *"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](http://studentconduct.osu.edu) at <http://studentconduct.osu.edu>"*
Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct.

Sexual Misconduct/Relationship Violence: *"Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"* **AND BY CONTACTING PROFESSOR BRUNO.**

Disability Services: Any student who feels that she/he may need an accommodation based on the impact of a disability should contact Professor Bruno (2-1770) privately to discuss her/his specific needs. *"Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; <http://www.ods.ohio-state.edu/>."*

PSYCH 6811
Statistical Methods in Psychology II
Spring 2018

Lecture	:	MW 9:35 to 10:55 in PS 35
Lab	:	Th 9:35 to 10:55 / 11:10 to 12:30 in PS 22
Instructor	:	Dr. Andrew F. Hayes (hayes.338, Lazenby Hall LZ230)
Teaching Assistants	:	Jack DiTrapani (ditrapani.4, LZ240d) Saemi Park (park.2339, LZ240d)
Office hours	:	By appointment, preferably; by happenstance, frequently.

Course Description

Course catalog

Simple linear regression and correlation, multiple linear regression, interactions; introduction to other related methods such as nonlinear regression and random effects models.

Instructor's description

This course covers an introduction to the analysis of data using the general linear model. Topics include simple and multiple linear regression, partial association, multicategorical categorical predictors, moderation, the interpretation of model parameters, and other topics in linear models as time allows. Focus is on conceptual understanding rather than mathematical computation. Students will gain experience practicing their learning through various assignments using statistical software. This course is the second of two required statistical methods courses in the Ph.D. program in psychology and functions as the foundation course for further advanced study in applied statistical methods at the graduate level in psychology and other disciplines. Because you should already be familiar with basic principles of statistics and inference from the prerequisite course, this course will be delivered at a quicker pace than PSYCH 6810.

Course Administration

Course Materials

- Darlington, R. B., & Hayes, A. F. (2017). *Regression analysis and linear models: Concepts, applications, and implementation*. New York: The Guilford Press. Available electronically through OSU libraries and on two hour reserve at the Thompson Library.
- IBM Statistics ("SPSS"), SAS, and R.
- A USB memory stick

Supplementary Reading

- Hayes, A. F. (2005). *Statistical methods for communication science*. New York: Routledge.
- The occasional PDF available on CARMEN.

Lecture and Lab Components

This course has a lecture and a lab component. The lectures will be held in PS35 on Monday and Wednesday mornings and focus on concepts, theory, and some practical computational matters. The lab component of the course is held on Thursday in the morning in PS22 in the department's computing lab. This component of the course will focus on hands-on training using statistical software, though some new concepts and ideas will be

presented in the lab as well. The lab component is the primary place where you will get your hands dirty learning how to write statistical code in SPSS and R under the guidance of the TAs. It is also a good place to have discussions about concepts with a smaller group and the TAs, who will sometimes have opinions that are different than the instructor's on matters of controversy or practice. The course TAs, who are also graduate students, have knowledge and advice pertinent to the course and graduate school in general that will benefit you in one way or another. Use them as a resource. ***Due to space constraints, you should attend the lab in which you are registered, at least until enrollment and everyone's schedules settle down.***

Computer Software

In this class you will get exposure to and practice with statistical programming and data management using IBM Statistics, SAS, and R. Both of these programs are installed in the computer lab in PS22. You are encouraged to download and install each of these programs on your personal laptop or other computer so you will have access to them outside of the lab. SPSS and SAS is freely available to students through an OSU site license. For download and licensing instructions, see <https://ocio.osu.edu/software>. R can be downloaded at no charge from <http://www.r-project.org>.

There is no required text or reading pertinent to the use of these programs. You are encouraged to seek out various books and web resources for additional information about these programs. On CARMEN you will find "Using SPSS," "Using SAS," and "Using R" documents that will be periodically updated during the semester. You will find these helpful.

For additional guidance, consider consulting one of many resources on the use of computer software for data analysis. Some suggestions are below, many of which are available electronically through the OSU libraries.

Additional material on the web:

- <http://www.ats.ucla.edu/stat/>

Books on SPSS (available electronically through the OSU Libraries)

- Collier, J. (2010). *Using SPSS Syntax: A beginner's guide*. Thousand Oaks, CA: Sage.
- Einspruch, E. L. (2004). *Next steps with SPSS*. Thousand Oaks, CA: Sage.

Books on SAS (available for free through the OSU Libraries)

- Delwiche, L. D., & Slaughter, S. J. (2012). *The little SAS book* (5th Edition). SAS Institute.
- Schlotzhauer, S. D. (2009). *Elementary statistics using SAS*. Cary, NC: SAS Institute.

Books on R (available for free through the OSU Libraries)

- Crawley, M. J. (2013). *The R book* (2nd Edition). West Sussex, UK: Wiley and Sons.
- de Vries, A., & Meys, J. (2012). *R for dummies*. West Sussex, UK: Wiley and Sons.
- Muenchen, R. A. (2011). *R for SAS and SPSS users*. New York: Springer.
- Zuur, A. F., Ieno, E. N., & Meesters, E. H. W. G. (2009). *A beginner's guide to R*. New York: Springer.

Evaluation

You will be evaluated exclusively based on your performance on various assignments and exams. Each assignment or exam is converted from points earned to a 0 to 100 scale, and weighted as described below when the final course grade is derived. The grading system in this class is largely a percentage-based system, where

93+= A; 89-92=A-; 85-88=B+; 78-84=B; 74-77=B-; 70-73=C+; 65-69=C; 60-64=C-; 55-59=D+; 50-54=D; <50=E

Midterm Exam (20%): There will be a midterm examination on **March 8th** that requires you to demonstrate that you are comfortable with the methods and concepts outlined in the course thus far. The midterm will be open notes and open book, but should not be approached casually because of this. This exam will be given only once. With the exception of an extreme, documented, and unforeseen circumstance, no makeup exam will be provided if you miss it. It will not be given early or late to accommodate course or personal conflicts you have built into your schedule.

Final Exam (20%): You will be given a take home final exam on the last day of class that is due between **10AM and noon on April 27**, which is the date and time the registrar has scheduled the final exam for this course. A dataset will be distributed to you and your job will be to read the data, do any needed data manipulation, conduct several analyses, and interpret and describe the results. You may turn in the exam early if desired.

Lab Participation (20%): Each week you will meet with a graduate teaching assistant in Psychology 22. You are expected to attend each meeting and participate in various activities. Everyone starts with 100% of participation points. Points are docked for failing to attend, not turning in various exercises you will be asked to complete now and then, and so forth.

Take-home assignments (40%): At five various points during the semester you will receive an assignment to complete. They will be distributed at least one week prior to the due date. The tentative due dates are

Assignment #1: January 31st

Assignment #2: February 21nd

Assignment #3 : March 5th

Assignment #4: April 2nd

Assignment #5: April 18th

Assignments are due at the beginning of class on the due date. Due dates may be adjusted depending on the pacing of the material in class. In no circumstance will an assignment be due earlier than the date listed, but the due date may be pushed back if the course gets behind schedule or it is otherwise warranted. Unless you are told otherwise, you *may* work as a team with one or two other students enrolled in this class when working through graded assignments. In this case, you will turn in one response to the assignment with each person's name on it, and you will each receive the grade allocated to your response. It is a violation of the Code of Student Conduct to collaborate on the assignments with anyone who is *not* a part of your team (other than the course instructor or the course TAs) prior to the time and date the assignment is due. Such collaboration includes exchanging answers, electronically or otherwise, or other forms of casual or formal conversation related to the content of the assignment. Violators of this rule will be sent to the Committee on Academic Misconduct in accordance with university policy.

In some cases, answers will be right or wrong, but in other cases there is room for subjective grading based on presentation, thoroughness, and so forth. Writing quality will matter when your assignments are graded. Be specific, precise, attentive to detail, and careful in how you phrase your answers, as you will be graded based on your actual answer, not what you intended to say or said awkwardly. Submit something you will be proud to submit, not something to just get you by until the next deadline. Do not wait until the last minute to start the assignments, as procrastination will show in the quality of your work. Use Word or a comparable word processing program to complete assignments. Use the symbol font for Greek symbols when needed, and **learn to use Microsoft's Equation editor** or some other system for generating clean, crisp mathematical expressions. Be careful in your formatting of mathematical equations, and be aware of order of operations rules. Submit something presented neatly and that you will be proud to claim is a product of your thinking.

You are expected to turn in a hard copy of your assignment with all sheets stapled together, as well as upload an electronic copy to CARMEN. An assignment is determined to be late if the **hard copy** is not delivered by the date and time the assignment is due.

The answers for each question will be provided soon after the assignment is due. It is up to you to check your responses with the official answer sheet. If you do not understand any inconsistencies between the official answers and your own, you may contact me for assistance. Frequently, we will discuss the assignments in class or lab after the due date has passed and everyone has turned in their assignment.

Policies and Miscellaneous Matters

Late or Absent Assignments and Missed Exams

Unless otherwise notified, assignments are due by the beginning of class on the date due. An assignment will not be accepted more than 24 hours after the due date. The only exceptions to these rules are tragic, extraordinary, and totally unforeseen personal circumstances that are convincingly documented no later than 24 hours after the due date. Exams are given only once. As noted above, no make-up exams are given except in extraordinary, unforeseen, and documented circumstances.

Attendance

There is no formal attendance policy for this course. However, you are expected to attend regularly. If I believe attendance is slipping, I reserve the right to create an attendance policy. Not attending class regularly is a very bad idea, as some of the examined material will be presented only during lecture or labs, and many of the SPSS, SAS, and/or R techniques discussed in lab are not always easily found in the documentation or other readings. As a general rule, subjective decisions about grading on assignments are less likely to go in your favor if you appear not to be putting in the effort to learn by regularly attending class. Attendance may be taken in lectures and lab on randomly chosen days.

Academic Misconduct

All students at Ohio State University are bound by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Violations of the Code in this class, especially pertaining to 3335-23-04 Section A on Academic Misconduct, will be aggressively prosecuted through the procedures the university has set up to deal with violations of the Code. If any of the teaching staff believes you have violated the Student Code, your case will be referred to the Committee on Academic Misconduct (see <http://oaa.osu.edu/coam.html>). Not following the rules of the course as outlined in this syllabus or provided orally is considered a violation of the Code of Student Conduct. Penalties for academic misconduct from a graduate student are especially stiff and are almost certain to include failure in this course and suspension from the university, even for a first offense. Graduate students in Psychology found in violation of the Code are, needless to say, rarely perceived to be in good standing and can expect revocation of funding and, potentially, expulsion from the graduate program. Repeat offenses and especially egregious violations of the Code can result in expulsion from the University, regardless of program, even on the first offense. Make sure that you are familiar with the Code of Student Conduct, and familiarize yourself with "Ten Suggestions for Preserving Academic Integrity" available online at <http://oaa.osu.edu/coamtensuggestions.html>. I expect students who believe a classmate has violated this policy to come forth to me so the alleged violation can be investigated and appropriate action can be taken if needed. If possible, your identity will be protected. You can be found in violation of the Code of Student Conduct for assisting others violate the Code. "Cheating" in any form in graduate school will not be tolerated, and the consequences for doing so are very severe.

Having said all this, we understand that there is value to study groups and assisting others acquire understanding of the material in this class. We encourage such study groups and we will do what we can to help these groups flourish.

Tentative Nature of this Syllabus

This syllabus represents a contract in the works. Events that transpire over the term may require me to modify the administration of this course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and on CARMEN and/or through email. Ultimately, it is the student's responsibility to keep up with any such modifications and be aware of current policies and deadlines.

Mathematics Anxiety

Often one of the student's greatest barriers to mastering material in statistics courses is fear of mathematics. Many students lock up with anxiety when they are asked to do any computation and this anxiety typically interferes with the ultimate goal of conceptual understanding. I hope you will not let this happen to you. In this class most of the computations will be done by computer, although during lecture some basic computations cannot be avoided. You will be shown formulas and expect to understand them. But you need not understand the mathematics of the formula so much as you need to understand how they are conceptually used. To be sure, you need to be comfortable with basic mathematical operations. This is graduate school, and you have chosen to study the scientific discipline of psychology or a related social science. You will have to think analytically and quantitatively throughout your days as a graduate student at this university. If this is something you do not feel up to, you probably don't belong here. You will be challenged in this course, but there is no reason why everyone can't do well. The best thing that you can do to enhance your likelihood of success is discarding all the baggage that you may be bringing with you into the course—fear, anxiety, a belief that you are no good with numbers, or that you are destined to fail.

With these words of encouragement, at the same time remember that this is a graduate-level course. I admonish Master's students with less experience dealing with the intensity and pace of graduate school, and even Ph.D. students with a Master's degree from another university, not to approach this course as if it were an undergraduate course. You will not succeed if you don't dedicate time and energy to reading and contemplating the material. You will probably find yourself working harder during your first year of graduate school than you have ever worked before.

PSYCH 6811 online

This course is represented on CARMEN. I will upload data files, PowerPoint slides, PDFs of extra readings, and other course-relevant material to CARMEN. Learn to use CARMEN, as it is used throughout this university in almost every class you will take.

Roles of the Teaching Assistant (TA)

The graduate teaching assistants are responsible for the lab component of the course, grading, and helping you master the topics. Although the TAs will do their best to respond to your concerns and questions in a timely fashion, keep in mind that they are also students at OSU and have their own demands and schedules that may not always mesh with yours. So please be patient if they are not available to respond to your needs immediately.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I should register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. For accommodations needed related to an exam, seek the section of the syllabus above on examinations. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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Schedule of Lecture Topics

The course is divided up into six units, with the time dedicated to each unit being flexible and determined in part by the pace of discussion and questions asked during lectures. We will use the assignment due dates as a rough guide to scheduling. You will be told when we are transitioning into the next unit.

I recommend you read the readings for each unit several times as we work through the unit, for your understanding will grow by this repetition, and after concepts that may have confused you at first are clarified during lecture. You are advised to set aside time each day to read what you have not, and reread what you have.

If you took PSYCH 6810, you should still have a copy of Hayes (2005). Use this as optional supplementary reading. Chapters 12 and 13 roughly overlap with Units 1, 2, and 3. Chapters 14-15 roughly overlap with Unit 4, and Chapter 16 roughly overlaps with Unit 5.

UNIT 1: Regression analysis fundamentals

This unit introduces the fundamentals of linear regression analysis using the simple regression model. Topics include the least squares criterion, residuals, estimation and interpretation of model parameters, the correlation versus the regression coefficient.

Reading: Darlington and Hayes (2017) Chapters 1 and 2

UNIT 2: Multivariate association and partial association

This unit addresses the use of the linear regression model for generating estimates of one variable from a set of predictor variables. Topics covered include the multiple correlation, partial regression coefficients, partial and semipartial association

Reading: Darlington and Hayes (2017) Chapters 3, Chapter 6 for your interest (optional)

UNIT 3: Statistical inference

This unit addresses statistical inference, including inference about multiple correlation as well as for individual variables in a model. Also included are such topics as collinearity, bias, and power.

Reading: Darlington and Hayes (2017) Chapter 4

UNIT 4: Extending the fundamentals

This unit further develops your understanding of the fundamentals of linear regression analysis, including dichotomous regressors, sets of regressors and setwise partial association, regression to the mean, variable selection methods, “effect size”

Reading: Darlington and Hayes (2017) Chapters 5 and 7, 8

UNIT 5: Multicategorical regressors

This unit illustrates the correspondence between linear regression analysis and analysis of variance and covariance. Various coding systems for representing multicategorical variables are described as well as the interpretation of regression coefficients when using different coding strategies. Omnibus inference about a model is compared to analysis of variance. Also addressed is the comparison of groups when adjusting for other variables, adjusted means, and the equivalence between linear regression analysis and analysis of covariance. We also discuss the multiple test problem.

Reading: Darlington and Hayes (2017) Chapters 9, 10, and 11

UNIT 6: Nonlinearity and interaction

In this unit, the constraints that one variable’s effect on another in a regression model is linear, or that it is independent of other variables in the model, are relaxed. With a simple extension of the model, we address how to model curves, as well as how to set up a model that allows one variable’s effect to depend linearly on another variable in the model. Interpretation of model coefficients, the influence of variable scaling, and probing and visualizing interactions is addressed.

Reading: Darlington and Hayes (2017) Chapters 12, 13, and 14

UNIT 7: Regression diagnostics and assumptions and other miscellaneous topics

This unit covers various miscellaneous topics as time allows. Some possible topics include the hunt for influential or “irregular cases,” and a discussion of the statistical assumptions underlying the use and interpretation of linear regression analysis.

Reading: Darlington and Hayes (2017) Chapter 16, and perhaps other material to be announced

Final exam due no later than April 27, 10:00 – noon.

Psychology 7873 - Spring, 2017
Attitudes and Persuasion

Duane T. Wegener
wegener.1@osu.edu

100H Lazenby
1827 Neil Avenue

Tues-Thur 8:00 – 9:20am
Psychology Building 219

REQUIRED TEXT – [assigned readings listed inside square brackets]:

Cooper, J., Blackman, S. F., & Keller, K. T. (2016). *The science of attitudes*. New York: Routledge.

OPTIONAL TEXTS – (optional readings listed inside parentheses):

Petty, R. E., & Cacioppo, J.T. (1996). *Attitudes and persuasion: Classic and contemporary approaches*. Boulder, CO: Westview Press.

Maio, G. R., & Haddock, G. (2009). *The psychology of attitudes and attitude change*. Thousand Oaks, CA: Sage.

[***Note: There are many inexpensive copies of both optional paperback texts on Amazon.***]

SUPPLEMENTAL READINGS (CHAPTERS AND JOURNAL ARTICLES) WILL BE AVAILABLE ON THE COURSE CARMEN SITE.

COURSE GOALS/REQUIREMENTS:

The aim of this course is to provide an overview of the major theories and empirical research findings in the area of attitude change – how people’s opinions, beliefs, and evaluations are formed and modified. The course is divided into three sections for purposes of the exams (see topic schedule).

Grading: Grades will be determined based on the written assignment (19%) and on the three exams (27% each).

APPROXIMATE SCHEDULE OF TOPICS

<u>Date</u>	<u>Topic (Readings)</u>
1/10	Introduction and overview. Why study attitudes? What are they? [C, F, & K, Ch. 1, pp. 1-7; Ch. 2, pp. 43-56] (P & C, Ch. 1, pp. 3-9; M & H, Ch. 1 pp. 3-10, Ch. 2, pp. 24-43)
1/12	Measuring attitudes [C, F, & K, Ch. 1, pp. 7-19; Ch. 9, pp. 226-252; Wegener & Fabrigar, 2004; Fazio & Olson, 2003] (P & C, Ch. 1, pp. 3-22; M & H, Ch. 1 pp. 10-22)
1/17	Attitude structure and attitude strength [C, F, & K, Ch. 2, pp. 23-43; Ch. 9, pp. 226-252; Wegener, Downing, Krosnick, & Petty, 1995] (M & H, Ch. 1 pp. 34-37, 218-220)
1/19	NO CLASS: Society for Personality and Social Psychology Conference

- 1/24 Attitude functions and functional approaches to change
[C, F, & K, Ch. 3, pp. 58-82; Snyder & DeBono, 1985]
(P & C, Ch. 1, pp. 7-8; M & H, Ch. 4, pp. 38-43, 160-161, 220-222)
- 1/26 Simple affective/associative mechanisms
[C, F, & K, Ch. 4, pp. 102-104; Ch. 10, pp. 253-255; P & C, Ch. 2 on CARMEN; Clore & Schnall, 2005, pp. 437-465]
(M & H, Ch. 6, pp. 111-124)
- 1/31 Message learning/reception.
[C, F, & K, Ch. 4, pp. 83-94, 98-102, 104-112]
(P & C, Ch. 3; M & H, Ch. 5, pp. 89-94, Ch. 7, pp. 134-135)
- 2/2 Judgmental approaches/Assimilation and contrast
[C, F, & K, Ch. 4, pp. 94-97; P & C, Ch. 4 on CARMEN]
- 2/7 Wrap up topics and exam review.
- 2/9 **Exam 1**
- 2/14 Self-persuasion theories.
[P & C, Ch. 8, pp. 213-226, 247-254 on CARMEN; Tesser, 1978]
(M & H, Ch. 5, pp. 94-96, Ch. 7, 134-135)
- 2/16 The Elaboration Likelihood Model (ELM) -- motivation and ability as moderators of effortful persuasion processes.
[C, F, & K, Ch. 5, pp. 114-129; Petty & Cacioppo, 1986, Ch. 1; Petty & Wegener, 1999] (P & C, Ch. 9; M & H, Ch. 5, pp. 96-104)
- 2/21 The ELM (continued) -- Multiple roles for persuasion variables: I.
[C, F, & K, Ch. 5, pp. 129-131, 134-135; Petty & Wegener, 1998, pp. 323-366]
(M & H, Ch. 6, pp. 124-126;)
- 2/23 Multiple Roles for persuasion variables: II. Mood and persuasion
[Wegener & Petty, 2001]
- 2/28 Elaboration: Persistence of attitudes over time and resistance to counter-persuasion.
[C, F, & K, Ch. 5, pp. 132-133; Petty, Haugtvedt, & Smith, 1995; Petty & Wegener, 1998, pp. 366-370]
- 3/2 Meta-cognition and Attitude Change: I. Self-validation
[C, F, & K, Ch. 5, pp. 136-139; Briñol & Petty, 2009]
- 3/7 Meta-cognition and Attitude Change: II. The Meta-Cognitive Model, and Bias Correction
[C, F, & K, Ch. 5, pp. 135-136; Petty, Briñol, & DeMarree, 2007; Petty, Wegener, & White, 1998] (M & H, Ch. 5, pp. 106-108)

- 3/9 Pre-message attitude strength and message processing
[Clark & Wegener, 2013]
*****HAVE WRITTEN ASSIGNMENT TOPIC APPROVED BY THIS DATE*****
- 3/14 – 3/16 **NO CLASS: SPRING BREAK**
- 3/21 Wrap up topics and exam review.
- 3/23 **Exam 2**
- 3/28 Resistance: Motivation and structure
[C, F, & K, Ch. 8, pp. 199-225; Bernard, Maio, & Olson, 2003]
(P & C, Ch. 8, pp. 226-232; M & H, Ch. 10, pp. 195-196)
- 3/30 Attitude-Behavior Consistency
[C, F, & K, Ch. 6, pp. 145-168; Fabrigar, Wegener, & MacDonald, 2010]
(P & C, Ch. 1, pp. 22-36; M & H, Ch. 3, pp. 47-65)
- 4/4 Consistency theories -- Balance and congruity.
[C, F, & K, Ch. 8, pp. 200-201; P & C, Ch. 5, pp. 125-136 on CARMEN]
(M & H, Ch. 10, pp. 199-200)
- 4/6 Cognitive dissonance.
[C, F, & K, Ch. 7, pp. 174-186; Olson & Stone, 2005, pp. 226-234, 240-244]
(P & C, Ch. 5, pp. 137-160; M & H, Ch. 7, pp. 139-150)
- 4/11 Self-perception and self-affirmation as alternatives to cognitive dissonance.
[C, F, & K, Ch. 7, pp. 190-191, 192-195; Olson & Stone, 2005, 237-239, 249-254]
(P & C, Ch. 6; M & H, Ch. 7, pp. 135-138)
*****WRITTEN ASSIGNMENT DUE*****
- 4/13 Varieties of current dissonance theories.
[C, F, & K, Ch. 7, pp. 187-192; Olson & Stone, 2005, 234-240, 244-249]
- 4/18 Wrap up topics and exam review.
- 4/20 **NO CLASS: Midwestern Psychological Association Conference**
- Finals week: **Exam 3** (Wednesday, 4/26, 8:00-9:45am; PS 219)

Sexual misconduct/relationship violence: "Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu"

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PSYCH 6810
Statistical Methods in Psychology I
Fall 2017

Lecture	:	MW 9:35 to 10:55 in PS 35
Lab	:	Th 9:35 to 10:55 / 11:10 to 12:30 in PS 22
Instructor	:	Dr. Andrew F. Hayes (hayes.338, Lazenby Hall LZ230)
Teaching Assistants	:	Jack DiTrapani (ditrapani.4, LZ240d) Saemi Park (park.2339, LZ240d)
Office hours	:	By appointment, preferably; by happenstance, frequently.

Course catalog description

Basic concepts of descriptive and inferential statistics; includes estimation, hypothesis testing, non-parametric techniques, and analysis of variance.

Instructor's description

This course provides a broad overview of the fundamentals of statistical description and inference and their implementation in computer software. Topics include data description and visualization, the theory and practice of estimation and hypothesis testing, and special and simple cases of the general linear model used to compare groups as typically applied in psychology and other social sciences. This course is the first of two required statistical methods courses in the Ph.D. program in Psychology, is a prerequisite to PSYCH 6811 (Statistics in Psychology II: Linear regression analysis), and functions as the foundation course for further advanced study in applied statistical methods at the graduate level in psychology and other disciplines. This course will cover material you may have covered in related courses as an undergraduate, but it will do so at a graduate level and a higher level of abstraction and a focus on theory, but without unnecessary higher-level mathematics.

Course Administration

Required Course Materials

- Hayes, A. F. (2005). *Statistical methods for Communication Science*. New York: Routledge.
I recommend purchasing the soft cover version and saving a lot of money. Also on reserve at Thompson Library. The ISBN for the soft cover version is 9781138982932
- "Using SPSS"/"Using SAS"/"Using R": PDF documents freely available from the CARMEN web page.
- IBM Statistics ("SPSS"), SAS and R.
- A USB memory stick
- Additional supplementary and optional readings will be posted as PDF files on CARMEN as needed.

Supplementary/Optional Course Materials

Additional texts (on reserve in Thompson Library)

- Agresti, A., & Finlay, B. (2009). *Statistical methods for the social sciences* (4th edition). Upper Saddle River, NJ: Prentice-Hall
- Moore, D. S., McCabe, G. P., & Craig, B. A. (2012). *Introduction to the practice of statistics* (7th edition). New York: Freeman and Company

Additional material on the web:

- <http://www.ats.ucla.edu/stat/>

Books on SPSS (available electronically through the OSU Libraries)

- Collier, J. (2010). *Using SPSS Syntax: A beginner's guide*. Thousand Oaks, CA: Sage.
- Einspruch, E. L. (2004). *Next steps with SPSS*. Thousand Oaks, CA: Sage.

Books on SAS (available for free through the OSU Libraries)]

- Delwiche, L. D., & Slaughter, S. J. (2012). *The little SAS book* (5th Edition). SAS Institute.
- Schlotzhauer, S. D. (2009). *Elementary statistics using SAS*. Cary, NC: SAS Institute.

Books on R (available for free through the OSU Libraries)

- Crawley, M. J. (2013). *The R book* (2nd Edition). West Sussex, UK: Wiley and Sons.
- de Vries, A., & Meys, J. (2012). *R for dummies*. West Sussex, UK: Wiley and Sons.
- Muenchen, R. A. (2011). *R for SAS and SPSS users*. New York: Springer.
- Zuur, A. F., Ieno, E. N., & Meesters, E. H. W. G. (2009). *A beginner's guide to R*. New York: Springer.

Lecture and Lab Components

This course has a lecture and a lab component. The lectures will be held in PS35 on Monday and Wednesday mornings and focus on concepts, theory, and some practical computational matters. The lab component of the course is held on Thursday in the morning in PS22 in the department's computing lab. This component of the course will focus on hands-on training using statistical software, though some new concepts and ideas will be presented in the lab as well. The lab component is the primary place where you will get your hands dirty learning how to write statistical code under the guidance of the TAs. It is also a good place to have discussions about concepts with a smaller group and the TAs, who will sometimes have opinions that are different than the instructor's on matters of controversy or practice. The course TAs, who are also graduate students, have knowledge and advice pertinent to the course and graduate school in general that will benefit you in one way or another. Use them as a resource. ***Due to space constraints, you must attend the lab in which you are registered.***

Computer Software

In this class you will get exposure to and practice with statistical programming and data management using IBM Statistics (aka "SPSS"), SAS, and R. All three of these programs are installed in the computer lab in PS22. You are encouraged to download and install each of these programs on your personal laptop or other computer so you will have access to them outside of the lab. SPSS and SAS are freely available to students through an OSU site license. See <https://ocio.osu.edu/software> for instructions on how to download and license. R can be downloaded at no charge from <http://www.r-project.org>. SPSS is available for both Windows and Mac OS, whereas SAS is available only for Windows through OSU. Note that Windows 10 users require the Windows 10 *business class* operating system.

There is no required text or reading pertinent to the use of SPSS, SAS, and R. You will find three "Using..." documents on CARMEN pertinent to the use of SPSS, SAS, and R. This will most likely be updated periodically as the semester progresses. You are encouraged to seek out various books and web resources for additional information about these programs. Some suggestions can be found in the "supplementary materials" section above.

Evaluation

You will be evaluated exclusively based on your performance on various assignments and exams. Each assignment or exam is converted from points earned to a 0 to 100 scale, and weighted as described below when the final course grade is derived. The grading system in this class is largely a percentage-based system, where

93+= A; 89-92=A-; 87-88=B+; 83-86=B; 79-82=B-; 77-78=C+; 73-76=C; 69-72=C-; 67-68=D+; 63-66=D; <63=E

Midterm Exam (20%): There will be a two-part midterm examination on October 18th and 19th that requires you to demonstrate that you are comfortable with the methods and concepts outlined in the course thus far. The midterm will be open notes and open book, but should not be approached casually because of this. This exam will be given only once. With the exception of an extreme, documented, and unforeseen circumstance, no makeup exam will be provided if you miss it. It will not be given early or late to accommodate course or personal conflicts you have built into your schedule. **Students with disabilities needing additional time or a distraction free workspace to complete the exam should register with Student Life Disabilities Services (SDLS) at least two weeks in advance of the exam to have the exam proctored by officials at SLSD.**

Final Exam (20%): You will be given a take home final exam on the last day of class that is due no later than 10AM on December 11th. A dataset will be distributed to you and your job will be to read the data, do any needed data manipulation, conduct several analyses, and interpret and describe the results. You may turn in the exam early if desired.

Lab Participation (10%): Each week you will meet with a graduate teaching assistant in Psychology 22. You are expected to attend each meeting and participate in various activities. Everyone starts with 100% of participation points. Points are docked for failing to attend, not turning in various exercises you will be asked to complete now and then, and so forth.

Take-home assignments (50%): At various points during the semester you will receive an assignment to complete. There will be five or six such assignments roughly corresponding to each unit, but the topics covered in various assignments may straddle units. The due dates can be found in the schedule of topics at the end of this syllabus. These due dates are tentative. Assignments are due at the beginning of class on the due date. In no circumstance will an assignment be due earlier than the date listed, but the due date may be pushed back if the course gets behind schedule or it is otherwise warranted. Unless you are told otherwise, you *may* work as a team with one or two other students enrolled in this class when working through graded assignments. In this case, you will turn in one response to the assignment with each person's name on it, and you will each receive the grade allocated to your response. It is a violation of the Code of Student Conduct to collaborate on the assignments with anyone who is *not* a part of your team (other than the course instructor or the course TAs) prior to the time and date the assignment is due. Such collaboration includes exchanging answers, electronically or otherwise, or other forms of casual or formal conversation related to the content of the assignment. Violators of this rule will be sent to the Committee on Academic Misconduct in accordance with university policy.

In some cases, answers will be right or wrong, but in other cases there is room for subjective grading based on presentation, thoroughness, and so forth. Writing quality will matter when your assignments are graded. Be specific, precise, attentive to detail, and careful in how you phrase your answers, as you will be graded based on your actual answer, not what you intended to say or said awkwardly. Submit something you will be proud to submit, not something to just get you by until the next deadline. Do not wait until the last minute to start the assignments, as procrastination will show in the quality of your work. Use Word or a comparable word processing program to complete assignments. Use the symbol font for Greek symbols when needed, and **learn to use Microsoft's Equation editor** or some other system for generating clean, crisp mathematical expressions (such as LaTeX, if you are already familiar with it or up to the challenge of learning it). Be careful in your formatting of mathematical equations, and be aware of order of operations rules (see assignment #0 for a review). Submit something presented neatly and that you will be proud to claim is a product of your thinking.

You are expected to turn in a hard copy of your assignment with all sheets stapled together, as well as upload an electronic copy to a CARMEN drop box labeled for that assignment. An assignment is determined to be late if the **hard copy** is not delivered by the date and time the assignment is due.

The answers for each question will be provided soon after the assignment is due. It is up to you to check your responses with the official answer sheet. If you do not understand any inconsistencies between the official answers and your own, you may contact me for assistance. Frequently, we will discuss the assignments in class or lab after the due date has passed and everyone has turned in their assignment.

Policies and Other Miscellaneous Matters

Late or Absent Assignments and Missed Exams

Unless otherwise notified, assignments are due by the beginning of class on the date due. Points are lost for each hour an assignment is late, and an assignment will not be accepted more than 24 hours after the due date. The only exceptions to these rules are tragic, extraordinary, and totally unforeseen personal circumstances that are convincingly documented no later than 24 hours after the due date. Exams are given only once. As noted above, no make-up exams are given except in extraordinary, unforeseen, and documented circumstances.

Attendance

There is no formal attendance policy for this course. However, you are expected to attend regularly. If I believe attendance is slipping, I reserve the right to create an attendance policy. Not attending class regularly is a very bad idea, as some of the examined material will be presented only during lecture or labs, and many of the SPSS, SAS, and R techniques to be discussed in lab are not always easily found in the documentation or other readings. As a general rule, subjective decisions about grading on assignments are less likely to go in your favor if you appear not to be putting in the effort to learn by regularly attending class. ***Due to space constraints, you must attend the lab in which you are registered.***

Academic Misconduct

All students at Ohio State University are bound by the Code of Student Conduct (see <http://studentconduct.osu.edu/>). Violations of the Code in this class, especially pertaining to 3335-23-04 Section A on Academic Misconduct, will be aggressively prosecuted through the procedures the university has set up to deal with violations of the Code. If any of the teaching staff believes you have violated the Student Code, your case will be referred to the Committee on Academic Misconduct (see <http://oaa.osu.edu/coam.html>). Not following the rules of the course as outlined in this syllabus or provided orally is considered a violation of the Code of Student Conduct. Penalties for academic misconduct from a graduate student are especially stiff and are almost certain to include failure in this course and suspension from the university, even for a first offense. Graduate students in Psychology found in violation of the Code are, needless to say, rarely perceived to be in good standing and can expect revocation of funding and, potentially, expulsion from the graduate program. Repeat offenses and especially egregious violations of the Code can result in expulsion from the University, regardless of program, even on the first offense. Make sure that you are familiar with the Code of Student Conduct, and familiarize yourself with “Ten Suggestions for Preserving Academic Integrity” available online at <http://oaa.osu.edu/coamtensuggestions.html>. I expect students who believe a classmate has violated this policy to come forth to me so the alleged violation can be investigated and appropriate action can be taken if needed. If possible, your identity will be protected. You can be found in violation of the Code of Student Conduct for assisting others violate the Code. “Cheating” in any form in graduate school will not be tolerated, and the consequences for doing so are severe.

Having said all this, we understand that there is value to study groups and assisting others acquire understanding of the material in this class. We encourage such study groups and we will do what we can to help these groups flourish. Except as discussed in the “Take Home Assignments” section above, those conversations should steer clear of questions that are part of graded assignments.

It is considered a violation of the Code of Student conduct to provide, receive, or use materials from this course from a prior year, whether taught by the current instructor or someone else, when completing assignments or studying for exams. In addition, distribution of PDFs or other electronic versions of textbooks or other commercial materials to others who have not purchased or not otherwise licensed to have such materials, as well as possession of such materials so received, is not only illegal but also a violation of the university’s Code of Student Conduct and is grounds for suspension or dismissal from the university.

Tentative Nature of this Syllabus

This syllabus represents a contract in the works. Events that transpire over the term may require me to modify the administration of this course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and on CARMEN and/or through email. Ultimately, it is the student’s responsibility to keep up with any such modifications and be aware of current policies and deadlines.

Mathematics Anxiety

Often one of the student’s greatest barriers to mastering material in statistics courses is fear of mathematics. Many students lock up with anxiety when they are asked to do any computation and this anxiety typically interferes with the ultimate goal of conceptual understanding. I hope you will not let this happen to you. In this class most of the computations will be done by computer, although during lecture some basic computations cannot be avoided. You will be shown formulas and expect to understand them. But you need not understand the mathematics of the formula so much as you need to understand how they are conceptually used. To be sure, you need to be comfortable with basic mathematical operations. This is graduate school, and you have chosen to study the scientific discipline of psychology or a related social science. You will have to think analytically and quantitatively throughout your days as a graduate student at this university. If this is something you do not feel up to, you probably don’t belong here. You will be challenged in this course, but there is no reason why everyone can’t do well. The best thing that you can do to enhance your likelihood of success is discarding all the baggage that you may be bringing with you into the course—fear, anxiety, a belief that you are not good with numbers, or that you are destined to fail.

With these words of encouragement, at the same time remember that this is a graduate-level course. I admonish Master’s students with less experience dealing with the intensity and pace of graduate school, and even Ph.D. students with a Master’s degree from another university, not to approach this course as if it were an undergraduate course. You will not succeed if you don’t dedicate time and energy to reading and contemplating the material. You will probably find yourself working harder during your first year of graduate school than you have ever worked before.

PSYCH 6810 online

This course is represented on CARMEN. I will upload data files, PowerPoint slides, PDFs of extra readings, and other course-relevant material to CARMEN. Learn to use CARMEN, as it is used throughout this university in almost every class you will take.

Roles of the Teaching Assistants

The graduate teaching assistants (TA) are responsible for the lab component of the course, grading, and helping you master the topics. Although the TAs will do their best to respond to your concerns and questions in a timely fashion, keep in mind that they are also students at OSU and have their own demands and schedules that may not always mesh with yours. So please be patient if they are not available to respond to your needs immediately.

Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I should register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. For accommodations needed related to an exam, seek the section of the syllabus above on examinations. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Schedule of Lecture Topics

The course is divided up into six units, with the time dedicated to each unit being flexible and determined in part by the pace of discussion and questions asked during lectures. We will use the assignment due dates as a rough guide to scheduling. You will be told when we are transitioning into the next unit. I recommend you read each chapter several times as we work through the unit, for your understanding will grow by this repetition, and after concepts that may have confused you at first are clarified during lecture. You probably won't do as well in this course as you could if you don't read the book. You are advised to set aside time each day to read what you have not, and reread what you have.

UNIT 1: Basic Concepts, Sampling and Measurement, Data Description

This unit covers variables, samples, statistics and parameters, sampling and basic measures of central tendency and variation, as well as some graphical and tabular displays of data.

Reading: Chapters 1, 2, 3, and 4

Assignment #1 tentative due date: September 13

UNIT 2: Fundamentals of Probability and the Normal Distribution

In this unit we cover simple laws of probability, conditioning, properties of the normal distribution, and probability and related computations primarily for normally-distributed variables.

Reading: Chapter 5
Assignment #2 tentative due date: September 27

UNIT 3: Fundamentals of Estimation Theory, Sampling Distributions, Point and Interval Estimates

This unit focuses on the sampling behavior of an estimator, the central limit theorem, the t distribution, using estimation theory to make educated guesses about parameters (as point and interval estimates), and the relationship between sample size and precision of estimation.

Reading: Chapter 7
Assignment #3 tentative due date: October 11

MIDTERM EXAMINATION: October 18 and 19

UNIT 4: Hypothesis Testing: Concepts and Theory

This unit outlines the concepts and theory of hypothesis testing, including null and alternative hypotheses, decision errors, power, and the application of theory to simple inferential tasks such as testing a hypothesis about a single parameter.

Reading: Chapters 8 and 9 (up to page 196)
Assignment #4 tentative due date: November 1

UNIT 5: Hypothesis Testing in Practice I: Comparing Two Groups

This unit extends the theory and practice of hypothesis testing to comparisons between two means (independent groups and two dependent or matched means) as well as proportions in the form of tests of independence in a crosstabulation.

Reading: Chapter 9 (pp. 196-209), Chapters 10 and 11 (up to page 265)
Assignment #5 tentative due date: November 20

UNIT 6: Hypothesis Testing in Practice II: More than Two Groups

This final unit further extends the theory and practice of hypothesis testing to problems involving more than two groups or means.

Reading: Chapter 11 (pp. 265-270), Chapter 14 (up to page 399)
Assignment #6 tentative due date: December 4, **4:00PM**

FINAL EXAM DUE: Monday December 11, 10:00 AM

Administrative Notes

*Psychology 8891
Current Research in Clinical Science
Spring 2018*

Location: 35 Psychology Building
Day/Time: Fridays; 9:00-10:50 am

Instructor: Ruchika Shaurya Prakash, Ph.D.

Email: prakash.30@osu.edu

Office: 139 Psychology Building

General Overview and Course Objectives

In this course, the goal is to inform current doctoral students of clinical psychology of the latest research within the field. Students will be introduced to research from external speakers, chosen for their expertise in a field of study closely matching or informing the current research being conducted in the clinical area. Speakers will also be invited to cover topics on professional development, ethics, and multicultural competence training. In addition, the goal of this course is to also provide a platform for the students to present their own research during their tenure here in the department. The format of an hour-long presentation, followed by questions and answers will mimic the forum of a job presentation that the students will likely encounter upon graduation from the program. Such a course will thus enable both a critical appreciation of the work being conducted outside the department, as well as inform students of the latest clinical science research being pursued in our department.

The specific objectives of this course include:

- fostering the growth of intellectual curiosity, research maturity, multicultural competence, ethical principles underlying research and practice in clinical sciences, and professional development through exposure to experts in the field.
- an understanding of the cutting-edge research happening in the area and fostering further collaborative efforts.
- gaining experience in thinking about a programmatic line of research and presenting it to a broader audience.
- critically reading peer-reviewed journal articles and synthesizing that with the presentation to write succinct, thoughtful papers.

Classroom Environment

It is essential that our classroom be a place where people feel comfortable expressing their thoughts without fear of unduly critical or judgmental responses. I expect all of my students to be respectful of the widely varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me. Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, or value system, will not be tolerated.

Class Discussion/Participation

It is expected that students will actively engage with the speaker and course instructor, as participation in class will count towards the class grade. In order for all discussions to go smoothly, all students must have assigned readings completed before each class period.

Special Considerations: Students with Disabilities

If you have a diagnosed condition or disability that causes difficulty with learning in the classroom, completing assignments as described, or taking examinations, please see me as soon as possible and provide documentation if it is

available. I will do whatever I can to accommodate your legitimate needs. According to University policy, it is the student's responsibility to notify the instructor of any special needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue (<http://slds.osu.edu>). All information and documentation of disability is strictly confidential.

Medical, Mental Health and Personal Emergencies

If you must miss multiple classes, or assignments due to a medical or personal emergency, discuss your situation with me as soon as possible. Do not wait until the end of the semester or until the problem has been resolved.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with written assignments. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

Course Requirements

Two weeks before the scheduled presentation, students will be presented with 1-2 readings from the external speakers, and if possible, from the internal speakers as well. These readings will be posted electronically on Canvas and it is expected that all students will be completing the readings before the presentation.

For this semester, we have a total of 14 classes scheduled, and it is expected that students will attend all 14 classes. However, you are permitted to miss two classes for extenuating circumstances without any impact on your grade. For the remainder of the 12 classes, students will be awarded 5 points for each attendance, for a total of 60 points for class attendance and participation. In the event that a student misses more than two classes, please contact the course instructor and make alternative arrangements for earning the missed points.

In addition, for 4 of these classes, students will be asked to submit a "reflection" paper based on the readings and presentation. This reflection paper, due on Canvas before start of next week's class and worth 10 points each, will be in the form of an abstract (no more than 250 words), synthesizing your understanding of the presented topic and possibly even reflecting on how either the methodology utilized in the research or theoretical approach employed might inform your own program of research.

Grading

Attendance and Participation: 60%

Reflection Papers: 40%

Tentative Course Schedule

Date	Speaker
January 12 th , 2018	Jill Cyranowski, Chatham University
January 19 th , 2018	Visitation Day - No Class
January 26 th , 2016	Chelsea Kane, Department of PM&R, Ohio State University (Professional Development Talk)
February 2 nd , 2018	Nicole Jackson, Columbus VA (Multicultural Competence Training)
February 9 th , 2018	Kathy Wright, College of Nursing, Ohio State University
February 16 th , 2018	Monica Rosenberg, Department of Psychology, Yale University
February 23 rd , 2018	Karin Coifman, Department of Psychology, Kent State University
March 2 nd , 2018	Michael Boroughs, Department of Psychology, University of Windsor
March 9 th , 2018	Jennifer Cheavens, Department of Psychology, Ohio State University
March 16 th , 2018	Spring Break – No class
March 23 rd , 2018	Student Presentations
March 30 th , 2018	Brittney Schirda & Matt Southward, Ohio State University
April 6 th , 2018	Lisa Christian, Department of Psychiatry, Ohio State University
April 13 th , 2018	Zach Rosenthal, Department of Psychiatry, Duke University
April 20 th , 2018	Ryan Nash, Center for Bioethics and Medical Humanities, Ohio State University
April 27 th , 2018	Keith Yeates, Department of Psychology, University of Calgary

Course Syllabus

[Jump to Today](#)

Lifespan Developmental Psychopathology I (Psychology 6853)

Fall, 2017

Wed, 1:00-3:45 pm

[PSC 115](#) [_\(http://www.osu.edu/map/building.php?building=144\)](http://www.osu.edu/map/building.php?building=144)

Instructors:	Theodore P. Beauchaine, Ph.D.	Michael W. Vasey, Ph.D.
Office:	135 Psychology Building 1835 Neil Ave	141 Psychology Building 1835 Neil Ave
Office Hours:	by appointment	by appointment
Phone:	(614) 292-3155	(614) 292-2951
Email	beauchaine.1@osu.edu (mailto:beauchaine.1@osu.edu)	vasey.1@osu.edu (mailto:vasey.1@osu.edu)
Website	http://tpb.psy.ohio-state.edu/LAP/home_.htm (http://tpb.psy.ohio-state.edu/LAP/home_.htm)	
Class Website	https://carmen.osu.edu/ _(https://carmen.osu.edu/)	

Overview

This is the first of a two-part sequence (6853, 6854) that focuses on the emergence and expression of psychopathology across the lifespan. The purpose of this sequence is to familiarize you with current knowledge of psychopathology and its complex etiologies across all stages of life. We adopt a strong developmental psychopathology perspective, which we introduce in Week 1. According to this perspective, psychopathology, like most medical disorders, cannot be understood outside developmental context. Rather, patterns of maladjustment that we often refer to as psychopathological almost always emerge from complex transactions between

biological vulnerabilities and environmental risk factors over time. Thus, psychopathology occurs in a developing individual, and his or her interpersonal relationships, and in most cases cannot be defined, identified, or understood without considering the normal course of development. Furthermore, both typical and atypical development reflect influences of a vast array of biological, psychological, and contextual variables transacting across the lifespan.

Advances in our understanding of psychopathology over the past two decades have been astounding. Although encouraging, this places considerable burden on students of psychopathology. In decades past, courses such as these addressed descriptive aspects of mental illness, including epidemiology (incidence, prevalence, and distribution of disorders) and diagnostic categories (primarily the DSM). In contrast, we are now in a position to understand mechanisms through which descriptive aspects of psychopathology emerge. Specifying mechanisms represents advancement in any scientific discipline, and in psychopathology research, suggests possible points for intervention. Accordingly, modern day psychopathologists must have sufficient knowledge of molecular genetics, neurotransmitter systems, neural structures and their interconnections, human stress response systems, and how each can be altered by environmental adversity to eventuate in mental illness. Given the complexity of psychopathology and the need to understand mechanisms, we teach this course across two semesters, which enables us to provide appropriate background in development and function of neurobiological systems that subservise human emotion and self regulation, before turning to specific manifestations of psychopathology.

Objectives

This course sequence is intended to familiarize you with:

1. Foundational knowledge regarding:

the normal course of development in major domains of functioning (e.g., cognitive, emotional, social) across the lifespan.

major classes of influence (e.g., genetic, neural, hormonal, familial, cultural) on normal and abnormal development and ways they transact across the lifespan.

research designs and methods used to study psychopathology across the lifespan, and complexities and controversies confronted in doing such research.

major approaches taken to defining and classifying psychopathology across the lifespan, and limitations of each.

2. Major classes of psychopathology including information regarding:

prevalence, epidemiology, morbidity, mortality, and phenomenology.

classification, including relevant *Diagnostic and Statistical Manual of Mental Disorders (DSM-5* [. \(https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets\)](https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/dsm-5-fact-sheets)) diagnostic categories, factor-analytic approaches, and the Research Domain Criteria ([RDoC](http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml) [. \(http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml\)](http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml)).

empirically supported etiological theories, including factors that contribute to development, maintenance, progression, and amelioration of psychopathology across the lifespan.

issues of race and ethnicity related to phenomenology, classification, epidemiology, and etiology.

In the first course in the sequence (6853), we will cover the first of these domains, and begin on the second, with emphases on varieties of psychopathology that provide good contexts for developing further mastery of major classes of influences that contribute to typical and atypical development. We will make use of lectures, readings, video, written case examples, and discussion to promote mastery of course content. Note that treatment and assessment are covered in other courses and will not be covered in 6853 or 6854, except insofar as they provide insight into descriptive features or etiology of psychopathology (e.g., treatment or prevention as tests of etiological mechanisms).

Expected Outcomes

When you complete this course sequence, it is our expectation that you will:

have broad survey knowledge of normative development in all major domains of functioning, and be familiar with current perspectives on major classes of influence on typical psychological development across the lifespan.

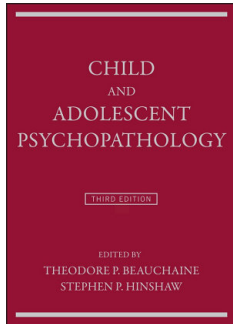
understand major research designs and methods used to study psychopathology, and the strengths and limitations of each.

have knowledge of major approaches to classification of psychopathology (DSM-5 [. \(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx), factor analytic models, RDoC [\(http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml\)](http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml)), and their attendant strengths and weaknesses.

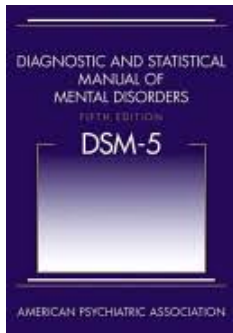
be able to describe all major forms of psychopathology covered in this course. Thus, you should have a solid working knowledge of DSM-5 [\(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx) diagnostic criteria and associated information for each disorder. You will also be able to describe aspects of each disorder that are not well represented in the DSM. Included in your knowledge should be information about development, epidemiology (e.g., typical age of onset and risk factors such as age, sex, ethnicity, socioeconomic status [SES], and physical health factors, familial inheritance patterns, molecular genetic vulnerabilities, course and prognosis, subtypes, and common comorbid conditions).

understand current etiological theories and their supporting evidence (or lack thereof) for each disorder. Where possible, we seek to arrive at a integrative accounts of developmental pathways to disorder that include genetic, hormonal, and neural vulnerabilities; familial, social, and cultural risk factors; and their complex interactions across time.

Required Texts



[Beauchaine, T. P., & Hinshaw, S. P. \(http://www.wiley.com/WileyCDA/WileyTitle/productCd-111916995X.html\)](http://www.wiley.com/WileyCDA/WileyTitle/productCd-111916995X.html) (2017). *Child and adolescent psychopathology*. (3rd ed.) Hoboken, NJ: Wiley.



[American Psychiatric Association \(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx) (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

Additional Required Readings

In addition to chapters from the Beauchaine and Hinshaw (2017) text, you will be assigned readings from the psychopathology literature each week. A tentative reading list appears below. **Please check the list about a week in advance for possible updates.** You are expected to read all assigned materials before class, so you are prepared for discussion.

Tentative Schedule

(hover over **colored text** for links to readings, when available)

WEEK

DATE*

INSTRUCTOR TOPIC AND READINGS

1

8/23

**Vasey/
Beauchaine** **The Developmental Psychopathology Perspective**

Hinshaw, S. P. (2017). Developmental psychopathology as a scientific discipline: A 21st Century perspective. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., pp. 3-32). Hoboken, NJ: Wiley.

[Sroufe, L. A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Sroufe2013.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Sroufe2013.pdf), (2013). The promise of developmental psychopathology: Past and present. *Development and Psychopathology*, 25, 1215-1224.

[Rutter, M.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Rutter2013.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Rutter2013.pdf), (2013). Developmental psychopathology: A paradigm shift or just relabeling? *Developmental Psychopathology*, 25, 1201-1213.

[Perry, B. D.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Perry2008.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Perry2008.pdf), (2008). Child maltreatment: A neurodevelopmental perspective on the role of trauma and neglect in psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (pp. 93-128). Hoboken, NJ: Wiley.

2

8/30

Vasey **Models of Development Across the Lifespan**

[Heckhausen, J., Wrosch, C., & Schulz, R.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Heckhausen%20et%20al%20(2010).pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Heckhausen%20et%20al%20(2010).pdf) (2010). A motivational theory of lifespan development. *Psychological Review*, 117, 32-60

[Sameroff, A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Sameroff%20(2011).pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Sameroff%20(2011).pdf) (2010). A unified theory of

development: A dialectic integration of nature and nurture. *Child Development*, 81, 6-22.

3 **9/6** [_ \(http://tpb.psy.ohio-state.edu/psy333/notes/externalizing%20disorders/01.asp\)](http://tpb.psy.ohio-state.edu/psy333/notes/externalizing%20disorders/01.asp)

Beauchaine Externalizing Disorders I: ADHD

This week we're taking things out of normal sequence because [Steve Hinshaw from UC Berkeley](http://psychology.berkeley.edu/people/stephen-hinshaw) (co-editor of our text) is visiting OSU (Steve is from Columbus)! His presentation, entitled "*ADHD in the 21st Century: Development, Mechanisms, Female Presentation, and Rising Prevalence*" will be from 3-4 at Nationwide Children's Hospital in the Discovery Auditorium. Flyer [attached](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hinshaw.png) [_ \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Hinshaw.png\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hinshaw.png).

Attendance at Steve's talk is mandatory unless your absence is pre-approved. Readings are as follows (I suggest reading in the sequence below):

Nigg, J. T. (2017). Attention-deficit/hyperactivity disorder. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., pp. 407-448). Hoboken, NJ: Wiley.

[Gatzke-Kopp, L. M](http://tpb.psy.ohio-state.edu/6853-6854/readings/lmk2010.pdf) [_ \(http://tpb.psy.ohio-state.edu/6853-6854/readings/lmk2010.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/lmk2010.pdf). (2010) The canary in the coalmine: Sensitivity of mesolimbic dopamine to environmental adversity during development. *Neuroscience and Biobehavioral Reviews*, 35, 794-803. doi:10.1016/j.neubiorev.2010.09.013

[Plichta, M. M., & Scheres, A](http://tpb.psy.ohio-state.edu/6853-6854/readings/Plichta2014.pdf) [_ \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Plichta2014.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Plichta2014.pdf). (2014). Ventral–striatal responsiveness during reward anticipation in ADHD and its relation to trait impulsivity in the healthy population: A meta-analytic review of the fMRI literature. *Neuroscience and*

Biobehavioral Reviews, 38, 125-

134. doi:10.1016/j.neubiorev.2013.07.012

[Li, Z., Chang, S., Zhang, L., Gao, L., & Wang, J.](#)

(<http://tpb.psy.ohio-state.edu/6853-6854/readings/Li2014.pdf>).

(2014). Molecular genetic studies of ADHD and its candidate genes: A review. *Psychiatry Research*, 219, 10-24.

doi:10.1016/j.psychres.2014.05.005

[Molina, B. S. G., Hinshaw, S. P., Arnold, L. E., Swanson, J. M.,](#)

[Pelham, W. E., Hechtman, L., ... Marcus, S.](#) (<http://tpb.psy.ohio-state.edu/6853-6854/readings/Molina2013.pdf>).

(2013). Adolescent substance use in the multimodal treatment study of ADHD (MTA) as a function of childhood ADHD, random assignment to childhood treatments, and subsequent medication. *Journal of the American Academy of Child and Adolescent Psychiatry*, 52, 250-263. doi:10.1016/j.jaac.2012.12.014

[Guendelman, M. D., Owens, E. B., Galan, C., Gard, A., &](#)

[Hinshaw, S. P.](#) ([http://tpb.psy.ohio-state.edu/6853-](http://tpb.psy.ohio-state.edu/6853-6854/readings/guendelman.pdf)

[6854/readings/guendelman.pdf](http://tpb.psy.ohio-state.edu/6853-6854/readings/guendelman.pdf)), (2016). Early-adult correlates of maltreatment in girls with ADHD: Increased risk for internalizing symptoms and suicidality. *Development and Psychopathology*, 28, 1-14. doi:10.1017/S0954579414001485

[Moffitt, T. E., Houts, R., Asherson, P., Belsky, D. W., Corcoran, D.](#)

[L., Hammerle, M., ... Caspi, A.](#) ([http://tpb.psy.ohio-state.edu/6853-](http://tpb.psy.ohio-state.edu/6853-6854/readings/Moffitt2015.pdf)

[6854/readings/Moffitt2015.pdf](http://tpb.psy.ohio-state.edu/6853-6854/readings/Moffitt2015.pdf)). (2015). Is adult ADHD a childhood-onset neurodevelopmental disorder? Evidence from a four-decade longitudinal cohort study. *American Journal of Psychiatry*, 172, 967-977. doi:10.1176/appi.ajp.2015.14101266

[Brook, J. S., Brook, D. W., Zhang, C., Seltzer, N., & Finch, S. J.](#)

(<http://tpb.psy.ohio-state.edu/6853-6854/readings/Brook2013.pdf>).

(2013). Adolescent ADHD and adult physical and mental health,

work performance, and financial stress. *Pediatrics*, 131, 5-13.
doi:10.1542/peds.2012-1725

9/13 [. \(http://tpb.psy.ohio-state.edu/psy333/notes/personality_disorders/01grad.asp\)](http://tpb.psy.ohio-state.edu/psy333/notes/personality_disorders/01grad.asp) **Beauchaine**

Externalizing Disorders II: Conduct Disorder, Antisocial and Borderline Personality Disorders

[Drabick, D., Steinberg, E., & Hampton, A. . \(http://tpb.psy.ohio-state.edu/6853-6854/readings/drabick2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/drabick2016.pdf) (2016). Overview of DSM disruptive behavior disorders. T. P. Beauchaine & S. P. Hinshaw (Eds.), *The Oxford Handbook of externalizing spectrum disorders* (pp. 3-18). New York, NY: Oxford University Press.

[Beauchaine, T. P., Zisner, A., & Sauder, C. L. \(http://tpb.psy.ohio-state.edu/papers/Beauchaine2017.pdf\)](http://tpb.psy.ohio-state.edu/papers/Beauchaine2017.pdf) (2017). Trait impulsivity and the externalizing spectrum. *Annual Review of Clinical Psychology*, 13, 343-368. doi:10.1146/annurev-clinpsy-021815-093253

Jennings, W. G., & Perez, N. M. (2017). Neighborhood effects on the development of delinquency. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., 387-403). Hoboken, NJ: Wiley.

[Blair, R. J. R., Leibenluft, E., & Pine, D. S. . \(http://tpb.psy.ohio-state.edu/6853-6854/readings/blair2014.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/blair2014.pdf) (2014). Conduct disorder and callous–unemotional traits in youth. *New England Journal of Medicine*, 371, 2207-2216.
doi:10.1056/NEJMra1315612

[Gizer, J., Otto, J. M., & Ellingson, J. M. . \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Gizer2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Gizer2016.pdf). (2016). Molecular genetics of the externalizing spectrum. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *The Oxford Handbook of externalizing spectrum disorders* (pp. 125-148). New York, NY: Oxford University Press.

[Caspi, A., McClay, J., Moffitt, T. E., Mill, J., Martin, J., Craig, I. W., ...Poulton, R](http://tpb.psy.ohio-state.edu/6853-6854/readings/Caspi2002.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Caspi2002.pdf). (2002). Role of genotype in the cycle of violence in maltreated children. *Science*, 297, 851-854. doi:10.1126/science.1072290

[Moffitt, T. E., Caspi, A., Harrington, H., & Milne, B. J](http://tpb.psy.ohio-state.edu/6853-6854/readings/Moffitt2002.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Moffitt2002.pdf). (2002). Males on the life-course-persistent and adolescence-limited antisocial pathways: Follow-up at age 26 years. *Development and Psychopathology*, 14, 179-207.

Kaufman, E. A., Crowell, S. E., & Lenzenweger, M. F. (2017). The developemnt of borderline personality and self-influicted injury. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., 642-679). Hoboken, NJ: Wiley.

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9/20 <http://tpb.psy.ohio-state.edu/6853-6854/notes/bio1/01.asp>

Beauchaine Biological Vulnerability I: Genes, Gene-Environemnt Interdependence, and Epigenetics

[Grigorenko, E. L., Bick, J., Campbell, D., Lewine, G., Abrams, J., Nguyen, V., & Chang, J. T.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Grigorenko_2016.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Grigorenko_2016.pdf). (2016). The trilogy of GxE: Conceptualization, operationalization, and application. In D. Cicchetti (Ed.), *Developmental psychopathology. Vol. 2: Developmental neuroscience* (3rd ed., pp. 287-338). Hoboken, NJ: Wiley.

[Jaffee, S. R.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Jaffee_2016.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Jaffee_2016.pdf). (2016). Quantitative and molecular behavioral genetic studies of gene-environment correlation. In D. Cicchetti (Ed.), *Developmental psychopathology. Vol. 2: Developmental neuroscience* (3rd ed., pp. 242-286). Hoboken, NJ: Wiley.

[Hill, K., & Roth, T. L. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Hill2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hill2016.pdf) (2016). Epigenetic mechanisms in the development of behavior. In D. Cicchetti (Ed.), *Developmental psychopathology. Vol. 2: Developmental neuroscience* (3rd ed., pp. 416-441). Hoboken, NJ: Wiley.

[Romens, S. E., McDonald, J., Svaren, J., & Pollak, S. D. \(http://tpb.psy.ohio-state.edu/5681/readings/2014-AssociationsBetweenEarlyLifeStressGeneMethylationInChildren.pdf\)](http://tpb.psy.ohio-state.edu/5681/readings/2014-AssociationsBetweenEarlyLifeStressGeneMethylationInChildren.pdf) (2015), Associations between early life stress and gene methylation in children. *Child Development*, 86, 303-309.

[Beauchaine, T. P. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/BeauchaineConstantino2017.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/BeauchaineConstantino2017.pdf), & [Constantino, J. N. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/BeauchaineConstantino2017.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/BeauchaineConstantino2017.pdf) (2017). Redefining the endophenotype concept to accommodate transdiagnostic vulnerabilities and etiological complexity. *Biomarkers in Medicine*. epublished ahead of print. doi:10.221/bmm-2017-0002

6

9/27

Vasey

Emotional Influences and Emotional Development

Cole, P. M., Hall, S. E., & Hajl, N. J. (2013). Emotion dysregulation as a risk factor for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (2nd ed., pp. 341-373). Hoboken, NJ: Wiley.

Ellis, B. J., Del Giudice, M., & Shirtcliff, E. A. (2017). The adaptive calibration model of stress responsivity: Concepts, findings, and implications for developmental psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., pp. 237 - 276). Hoboken, NJ: Wiley.

[Mather, M. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Mather_2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Mather_2016.pdf) (2016). The affective

neuroscience of aging. *Annual Review of Psychology*, 67, 213-238.

[Mesman, J., van IJzendoorn, M. H., & Bakermann-Kranenburg, M. J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Mesman_2012.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Mesman_2012.pdf) (2012). Unequal in opportunity, equal in process: Parental sensitivity promotes positive child development in ethnic minority families. *Child Development Perspectives*, 6, 239-250.

[Mesquita, B., Boiger, M., & De Leersnyder, J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Mesquita_2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Mesquita_2016.pdf) (2016). The cultural construction of emotions. *Current Opinion in Psychology*, 8, 31-36.

[Ramsey, M. A., & Gentzler, A. L. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Ramsey_2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Ramsey_2015.pdf) (2015). An upward spiral: Bidirectional associations between positive affect and positive aspects of close relationships across the lifespan. *Developmental Review*, 36, 58-104.

[Rutherford, H. J. V., Wallace, N. S., Laurent, H. K., & Mayes, L. C. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Rutherford_2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Rutherford_2015.pdf) (2015). Emotion regulation in parenthood. *Developmental Review*, 36, 1-14.

[Sherman, L. J., Rice, K., & Cassidy, J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Sherman_2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Sherman_2015.pdf) (2015). Infant capacities related to building internal working models of attachment figures: A theoretical and empirical review. *Developmental Review*, 37, 109-141.

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Vasey

Physical, Motor, Cognitive, and Perceptual Development

[Bjorklund, D. F. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Bjorklund2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Bjorklund2015.pdf) (2015). Developing

adaptations. *Developmental Review*, 38, 13-35.

Carey, S., Zaitchik, D., & Bascandziew, J. [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/Carey2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Carey2015.pdf). (2015). Theories of development: In dialog with Jean Piaget. *Developmental Review*, 38, 36-54.

Thelen, E. [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/Thelen2000.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Thelen2000.pdf). (2000). Motor development as foundation and future of developmental psychology. *International Journal of Behavioral Development*, 24, 385-397.

Zelazo, P. D. [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/Zelazo2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Zelazo2015.pdf). (2015). Executive function: Reflection, iterative reprocessing, complexity, and the developing brain. *Developmental Review*, 38, 55-68.

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10/11

Vasey

MIDTERM EXAM

Biological Vulnerability II: Structural Variants, Neurobiological Substrates of Temperament, and Stress Regulation

9

10/18 [.\(http://tpb.psy.ohio-state.edu/6853-6854/notes/bio2/01.asp\)](http://tpb.psy.ohio-state.edu/6853-6854/notes/bio2/01.asp)

Beauchaine

Girirajan, S., Campbell, C. D., & Eichle, E. E. [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/Girirajan%20et%20al.%202011.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Girirajan%20et%20al.%202011.pdf) (2011). Human copy number variation and complex genetic disease. *Annual Review of Genetics*, 45, 203-226.

Plomin, R. [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/Plomin2013.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Plomin2013.pdf) (2013). Commentary: Missing heritability, polygenic scores, and gene-environment correlation. *Journal of Child Psychology and Psychiatry*, 54, 1147-1149.

Bergen, S. E., Gardner, C. O., & Kendler, K. S. [.\(http://tpb.psy.ohio-state.edu/6853-](http://tpb.psy.ohio-state.edu/6853-)

[6854/readings/Bergen%20et%20al.%202007.pdf](#). (2007). Age-related changes in heritability of behavioral phenotypes over adolescence and young adulthood: A meta-analysis. *Twin Research and Human Genetics*, *10*, 423-433.

Kagan, J. (2017). High-reactive temperament, behavioral inhibition, and vulnerability to psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.). *Child and adolescent psychopathology* (3rd ed., 213-236). Hoboken, NJ: Wiley.

Neuhaus, E., & Beauchaine, T. P. (2017). Impulsivity and vulnerability to psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.). *Child and adolescent psychopathology* (3rd ed., pp. 178-212). Hoboken, NJ: Wiley.

[Jacoby, N., Overfeld, J., Binder, E. B., & Heim, C. M. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Jacoby2016.pdf\)](#) (2016). Stress neurobiology and developmental psychopathology. In D. Cicchetti (Ed.), *Developmental psychopathology. Vol. 2: Developmental neuroscience* (3rd ed., pp. 787-831). Hoboken, NJ: Wiley.

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10/25 [.\(http://tpb.psy.ohio-state.edu/6853-6854/notes/bio3/01.html\)](http://tpb.psy.ohio-state.edu/6853-6854/notes/bio3/01.html)

Beauchaine Biological Vulnerability III: Allostatis, Biological Sensitivity to Context, Teratogen Exposure, and Head Injury

[Danese, A., & McEwen, B. S. \(http://www.sciencedirect.com/science/article/pii/S0031938411004045\)](#) (2012). Adverse childhood experiences, allostasis, allostatic load, and age-related disease. *Physiology and Behavior*, *106*, 29-39.

[Beauchaine, T. P., Neuhaus, E., Zalewski, M., Crowell, S. E., & Potapova, N. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Beauchaine%20et%20al%202011.pdf\)](#) (2011). The effects of allostatic load on neural systems subserving

motivation, mood regulation, and social affiliation. *Development and Psychopathology*, 23, 975-999.

Ellis, B., Del Giudice, M., & Shirtcliff, E. A. (2017). The adaptive calibration model of stress responsivity: Concepts, findings, and implications for developmental psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.), *Child and adolescent psychopathology* (3rd ed., pp. 237-276). Hoboken, NJ: Wiley.

Doyle, L. R., Crocker, N. A., Fryer, S. L., & Mattson, S. N. (2017). Exposure to teratogens as a risk factor for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., 277-315). Hoboken, NJ: Wiley.

Arnett, P., Meyer, J. E., Merritt, V. C., Gatzke-Kopp, L. M., & Shannon Bowen, K. E. (2017). Brain injury and vulnerability to psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., 316-345). Hoboken, NJ: Wiley.

Research Methods I: Reliability, Validity, and Hypothesis

Beauchaine Testing

Sechrest, L. (<http://tpb.psy.ohio-state.edu/6853-6854/readings/Sechrest1984.pdf>) (1984). Reliability and validity. In A. S. Bellack and M. Hersen (Eds.), *Research methods in clinical psychology* (pp. 24-54). New York: Pergamon Press.

Raulin, M. L., & Lilienfeld, S. O. (<http://tpb.psy.ohio-state.edu/6853-6854/readings/Raulin2015.pdf>) (2015). Conducting research in the field of psychopathology. In P. H. Blaney, R. F. Krueger, & T. Millon (Eds.), *Oxford textbook of psychopathology* (pp. 100-129). New York: Oxford University Press.

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11/1 (<http://tpb.psy.ohio-state.edu/6853-6854/notes/methods1/01.html>)

[Laird, R. D., & De Los Reyes, A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/laird2013.pdf) (2013). Testing informant discrepancies as predictors of early adolescent psychopathology: Why difference scores cannot tell you what you want to know and how polynomial regression may. *Journal of Abnormal Child Psychology*, 41, 1-14.

[Hoyt, W. T., & Kerns, M.-D.](http://tpb.psy.ohio-state.edu/psy529/readings/met-4-4-403.pdf) (1999). Magnitude and moderators of bias in observer ratings. A Meta-analysis. *Psychological Methods*, 4, 403-424.

[Meehl, P. E.](http://tpb.psy.ohio-state.edu/psy529/readings/meehl%20method%20paradox.pdf) (1970). Theory-testing in psychology and physics: A methodological paradox. In D. E. Morrison & R. E. Henkel (Eds.), *The significance test controversy* (pp. 103-115). Chicago: Aldine.

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11/8

Vasey

The Internalizing Spectrum

[Fergus, T. A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Fergus2013.pdf) (2013). Are “not just right experiences” (NJREs) specific to obsessive-compulsive symptoms?: Evidence that NJREs span across symptoms of emotional disorders. *Journal of Clinical Psychology*, 70, 353-363.

[Hankin, B. L., Snyder, H. R., Gulley, L. D., Schweizer, T. H., Bijttebier, P., Nelis, S., & Vasey, M. W.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hankin2016.pdf) (2016). Understanding comorbidity among internalizing problems: Integrating latent structural models of psychopathology and risk mechanisms. *Development and Psychopathology*, 28, 987-1012.

[Moser, J. S., Durbin, C. E., Patrick, C. J., & Schmidt, N. B. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Moser2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Moser2015.pdf) (2015). Combining neural and behavioral indicators in the assessment of internalizing psychopathology in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 44, 329-340.

[Nolte, T., Guiney, J., Fonagy, P., Mayes, L. C., & Luyten, P. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Nolte2011.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Nolte2011.pdf) (2011). Interpersonal stress regulation and the development of anxiety disorders: an attachment-based developmental framework. *Frontiers in Behavioral Neuroscience*, 5, 1-21.

[Woody, E. Z., & Szechtman, H. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Woody2011.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Woody2011.pdf) (2011). Adaptation to potential threat: The evolution, neurobiology, and psychopathology of the security motivation system. *Neuroscience and Biobehavioral Reviews*, 35, 1019-1033.

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11/15

Vasey

Anxiety Disorders and Their Development I

[Green, A. L., & Eaton, N. R. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Green2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Green2016.pdf) (2016). Panic disorder and agoraphobia: A direct comparison of their multivariate comorbidity patterns. *Journal of Affective Disorders*, 190, 75-83.

[Hamm, A. O., Richter, J., Pané-Farré, C., Westphal, D., Wittchen, H. U., Vossbeck-Elsebusch, A. N., ...Deckert, J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Hamm2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hamm2016.pdf) (2016). Panic disorder with agoraphobia from a behavioral neuroscience perspective: Applying the research principles formulated by the Research Domain Criteria (RDoC) initiative. *Psychophysiology*, 53, 312-323.

[Krypotos, A.-M., Effting, M., Kindt, M., & Beckers, T.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Krypotos2015.pdf)
(2015). Avoidance learning: a review of theoretical models and recent developments. *Frontiers in Behavioral Neuroscience*, 9, 189.

[Sharp, P. B., Miller, G. A., & Heller, W.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Sharp2015.pdf) (2015). Transdiagnostic dimensions of anxiety: Neural mechanisms, executive functions, and new directions. *International Journal of Psychophysiology*, 98, 365-377.

[Stampfl, T. G.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Stampfl1987.pdf) (1987). Theoretical implications of the neurotic paradox as a problem in behavior therapy: An experimental resolution. *The Behavior Analyst*, 10, 161-173.

[Wong, Q. J. J., & Rapee, R. M.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Wong2016.pdf) (2016). The aetiology and maintenance of social anxiety disorder: A synthesis of complimentary theoretical models and formulation of a new integrated model. *Journal of Affective Disorders*, 203, 84-100.

11/22

THANKSGIVING

14

11/29

Vasey

Anxiety Disorders and Their Development II

CLASS CANCELLED--INSTRUCTOR ILL

15

12/6

Vasey

Obsessive-Compulsive and Related Disorders

[Behar, E., DiMarco, I. D., Hekler, E. B., Mohlman, J., Staples, A. M., & Dobrow, J.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Behar2009.pdf) (2009). Current theoretical models of generalized anxiety disorder (GAD): conceptual review and

treatment implications. *Journal of Anxiety Disorders*, 23, 1011–1023.

[Bogels, S. M., Knappe, S., & Clark, L. A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Bogels2013.pdf) (2013). Adult separation anxiety disorder in *DSM-5*. *Clinical Psychology Review*, 33, 663-674.

[Hopkins, P. D., & Shook, N. J.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Hopkins2017.pdf) (2017). A review of sociocultural factors that may underlie differences in African American and European American anxiety. *Journal of Anxiety Disorders*, 49, 104-113.

[Lewis-Fernandez, R., Hinton, D. E., Laria, A. J., Patterson, E. H., Hofma](http://tpb.psy.ohio-state.edu/6853-6854/readings/L-Hofma-F2010.pdf) (2010). Culture and the anxiety disorders: Recommendations for DSM-V. *Depression and Anxiety*, 27, 212-229.

[Newman, M. G., Llera, S. J., Erickson, T. M., Przeworski, A., & Castonguay, L. G.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Newman2013.pdf) (2013). Worry and generalized anxiety disorder: A review and theoretical synthesis of evidence on nature, etiology, mechanisms, and treatment. *Annual Review of Clinical Psychology*, 9, 275-297.

[Vasey, M. W., Chriki, L., & Toh, G. Y.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Vasey2017.pdf) (2017). Cognitive control and anxious arousal in worry and generalized anxiety: An initial test of an integrative model. *Cognitive Therapy and Research*, 41, 155-169.

[Wolitskey-Taylor, K. B., Castriotta, N., Lenze, E. J., Stanley, M. A., & Craske, M. G. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/W-T2010.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/W-T2010.pdf) (2010). Anxiety disorders in older adults: a comprehensive review. *Depression and Anxiety*, 27, 190-211.

16 **12/11** **Beauchaine FINAL EXAM (4:00pm-5:45pm)**

*click for notes (when available).

Evaluation

Your performance will be evaluated based on your scores on a mid-term exam (40%), a final exam (40%), and your thoughtful participation in class discussions (20%). The midterm and final will each will cover approximately half of the material in the course. Each exam will consist of a mixture of item formats which may include brief answer (e.g., definitions) and both short and long essay questions. Grades will be based on the following cut-offs. We may adjust these cut-offs downward if evidence indicates that one or both exams were more difficult than intended.

- A 90% and above
- A- 85 - 89
- B+ 80 - 84
- B 75 - 79
- B- 70 - 74
- C 60 and below

You must have our permission to miss an exam, and we will only provide it in cases where illness or other documentable problems interfere with your ability to prepare for or complete the exam.

Academic Misconduct

It is the responsibility of the [Committee on Academic Misconduct](http://oaa.osu.edu/coam.html) (http://oaa.osu.edu/coam.html) to investigate or establish procedures for investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the

committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](http://studentlife.osu.edu/csc/) [\(http://studentlife.osu.edu/csc/\)](http://studentlife.osu.edu/csc/) [\(http://studentlife.osu.edu/csc/\)](http://studentlife.osu.edu/csc/).

For good, concise, plain-English advice on how to stay out of academic trouble, see [Ten Suggestions for Preserving Academic Integrity](http://oaa.osu.edu/coamtensuggestions.html) [_ \(http://oaa.osu.edu/coamtensuggestions.html\)](http://oaa.osu.edu/coamtensuggestions.html) [_ \(http://oaa.osu.edu/coamtensuggestions.html\)](http://oaa.osu.edu/coamtensuggestions.html).

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> [_ \(http://titleix.osu.edu/\)](http://titleix.osu.edu/), or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu [_ \(mailto:titleix@osu.edu\)](mailto:titleix@osu.edu).

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Disability Services

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the [Office of Student Life Disability Services](http://www.ods.ohio-state.edu/) [_ \(http://www.ods.ohio-state.edu/\)](http://www.ods.ohio-state.edu/) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The [Office of Student Life Disability Services](http://www.ods.ohio-state.edu/) [_ \(http://www.ods.ohio-state.edu/\)](http://www.ods.ohio-state.edu/)

[state.edu/](#)) is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu (<mailto:slds@osu.edu>); slds.osu.edu ([http://slds.osu.edu/](http://slds.osu.edu)).

Course Summary:

Date	Details
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Course Syllabus

[Jump to Today](#)

Lifespan Developmental Psychopathology II (Psychology 6854)

Spring, 2018

Wed, 1:00-3:45 pm

[PSC 115](#) [_\(http://www.osu.edu/map/building.php?building=144\)](http://www.osu.edu/map/building.php?building=144)

Instructors:	Theodore P. Beauchaine, Ph.D.	Michael W. Vasey, Ph.D.
Office:	135 Psychology Building 1835 Neil Ave	141 Psychology Building 1835 Neil Ave
Office Hours:	Thur, 2:30-3:30	by appointment
Phone:	(614) 292-3155	(614) 292-2951
Email:	beauchaine.1@osu.edu (mailto:beauchaine.1@osu.edu)	vasey.1@osu.edu (mailto:vasey.1@osu.edu)
Website:	http://tpb.psy.ohio-state.edu/LAP/home_.htm _(http://tpb.psy.ohio-state.edu/LAP/home_.htm)	
Class Website:	https://carmen.osu.edu/ _(https://carmen.osu.edu/)	

Overview

This is the second of a two-part course sequence (6853, 6854) focused on the emergence and expression of psychopathology across the lifespan. The purpose of this course sequence is to familiarize you with current knowledge of psychopathology and its etiological origins across all stages of life. We will adopt a strong developmental psychopathology perspective, as introduced in Psych 6853. According to this perspective, psychopathology cannot be understood as a set of developmental static entities. Rather, patterns of maladjustment that we often refer to as psychopathological almost always emerge from complex transactions between

biological vulnerabilities and environmental risk factors over time. Thus, psychopathology occurs in a developing individual, and his or her interpersonal relationships, and cannot be defined, identified, or understood without consideration of the normal course of development. Furthermore, both typical and atypical development reflect influences of a vast array of biological, psychological, and contextual variables transacting across the lifespan.

Objectives

This course sequence is intended to familiarize you with:

1. Foundational knowledge regarding:

the normal course of development in major domains of functioning (e.g., cognitive, emotional, social) across the lifespan.

major classes of influence (e.g., genetic, neural, hormonal, familial, cultural) on normal and abnormal development and ways they transact across the lifespan.

research designs and methods used to study psychopathology across the lifespan, and complexities and controversies confronted in doing such research.

major approaches taken to defining and classifying psychopathology across the lifespan, and limitations of each.

2. Major classes of psychopathology including information regarding:

prevalence, epidemiology, morbidity, mortality, and phenomenology.

classification, including relevant [Diagnostic and Statistical Manual of Mental Disorders](http://www.dsm5.org/Pages/Default.aspx) (DSM-5) diagnostic categories, factor-analytic approaches, and the [Research Domain Criteria](http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml) (RDoC).

empirically supported etiological theories, including factors that contribute to development, maintenance, progression, and amelioration of psychopathology across the lifespan.

issues of race and ethnicity related to phenomenology, classification, epidemiology, and etiology.

In this course, we survey varieties of psychopathology that provide good contexts for developing further mastery of major classes of influence that contribute to mental illness. We will make use of lectures, readings, video, written case examples, and discussion to promote mastery of course content. Note that treatment and assessment are covered in other courses and will not be covered in this course, except insofar as they provide insight into descriptive features or etiology of psychopathology (e.g., treatment or prevention as tests of etiological mechanisms).

Expected Outcomes

When you complete this course sequence, it is our expectation that you will:

have broad survey knowledge of normative development in all major domains of functioning, and be familiar with current perspectives on major classes of influence on typical psychological development across the lifespan.

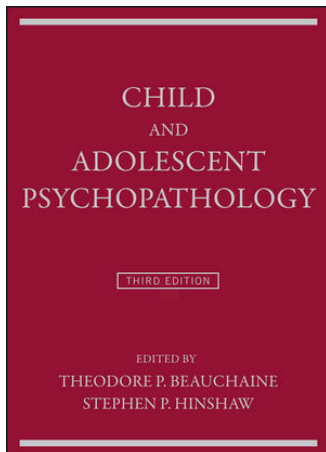
understand major research designs and methods used to study psychopathology, and the strengths and limitations of each.

have knowledge of major approaches to classification of psychopathology (DSM-5 [.\(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx), factor analytic models, RDoC [.\(http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml\)](http://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml)), and their attendant strengths and weaknesses.

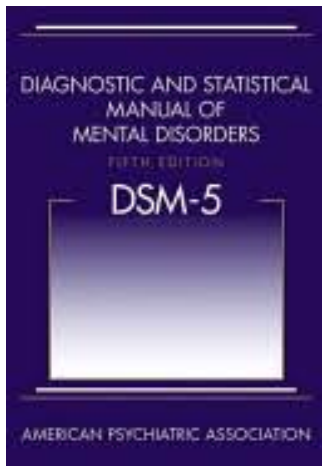
be able to describe all major forms of psychopathology covered in this course. Thus, you should have a solid working knowledge of DSM-5 [.\(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx) diagnostic criteria and associated information for each disorder. You will also be able to describe aspects of each disorder that are not well represented in the DSM. Included in your knowledge should be information about development, epidemiology (e.g., typical age of onset and risk factors such as age, sex, ethnicity, socioeconomic status [SES], and physical health factors, familial inheritance patterns, molecular genetic vulnerabilities, course and prognosis, subtypes, and common comorbid conditions).

understand current etiological theories and their supporting evidence (or lack thereof) for each disorder. Where possible, we seek to arrive at a integrative accounts of developmental pathways to disorder that include genetic, hormonal, and neural vulnerabilities; familial, social, and cultural risk factors; and their complex interactions across time.

Required Texts



Beauchaine, T. P., & Hinshaw, S. P. [.\(https://www.wiley.com/en-us/Child+and+Adolescent+Psychopathology%2C+3rd+Edition-p-9781119169970\)](https://www.wiley.com/en-us/Child+and+Adolescent+Psychopathology%2C+3rd+Edition-p-9781119169970) (2017). *Child and adolescent psychopathology*. (3rd ed.) Hoboken, NJ: Wiley.



[American Psychiatric Association](http://www.dsm5.org/Pages/Default.aspx) [.\(http://www.dsm5.org/Pages/Default.aspx\)](http://www.dsm5.org/Pages/Default.aspx) (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Association.

Additional Required Readings

In addition to chapters from the [Beauchaine and Hinshaw](https://www.wiley.com/en-us/Child+and+Adolescent+Psychopathology%2C+3rd+Edition-p-9781119169970) [.\(https://www.wiley.com/en-us/Child+and+Adolescent+Psychopathology%2C+3rd+Edition-p-9781119169970\)](https://www.wiley.com/en-us/Child+and+Adolescent+Psychopathology%2C+3rd+Edition-p-9781119169970) (2017) text, you will be assigned readings from the psychopathology literature each week. A tentative reading list appears below. Please check the list about a week in advance for possible updates. You are expected to read all assigned materials before class, so you are prepared for discussion.

Tentative Schedule

(hover over **colored text** for links to readings, when available)

<u>WEEK</u>	<u>DATE*</u>	<u>INSTRUCTOR</u>	<u>TOPIC AND READINGS</u>
1	1/10 .(http://tpb.psy.ohio-state.edu/6853-6854/notes/dsm/01.htm)	Beauchaine	<p>Research Methods II: History of Classification, the DSM, Empirically-based Taxonomies, and the Research Domain Criteria</p> <p>Beauchaine, T. P., & Klein, D. N. (2017). Classifying psychopathology: The DSM, empirically-based taxonomies, and the Research Domain Criteria. In T. P. Beauchaine & S. P. Hinshaw (Eds.), <i>Child and adolescent psychopathology</i> (3rd ed., pp. 33-67). Hoboken, NJ: Wiley.</p>

[Caspj, A., Houts, R. M., Belsky, D. W., Goldman-Mellor, S. J., Harrington, H., Israel, S., ...Moffitt, T. E.](http://tpb.psy.ohio-state.edu/6853-6854/readings/caspi2014.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/caspi2014.pdf) (2014). The p factor: One general psychopathology factor in the structure of psychiatric disorders? *Clinical Psychological Science*, 2, 119-137.

[Cuthbert, B. N., & Insel, T. R.](http://tpb.psy.ohio-state.edu/6853-6854/readings/cuthbert2013.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/cuthbert2013.pdf) (2013). Toward the future of psychiatric diagnosis: The seven pillars of RDoC. *BMC Medicine*, 11, 126.

[Feighner, J. P., Robins, E., uze, S. B., Woodruff, R. A., Winokur, G., & Munoz, R.](http://tpb.psy.ohio-state.edu/6853-6854/readings/feighner1972.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/feighner1972.pdf) (1972). Diagnostic criteria for use in psychiatric research. *Archives of General Psychiatry*, 26, 57-63.

[Wright, A. C. G., Krueger, R. F., Hobbs, M. J., Markon, K. E., Eaton, N. R., & Slade, T.](http://tpb.psy.ohio-state.edu/6853-6854/readings/wright2013.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/wright2013.pdf) (2013). The structure of psychopathology: Toward an expanded quantitative empirical model. *Journal of Abnormal Psychology*, 122, 281-294.

Please also read the following:

[NIMH Strategic Research Priorities](https://www.nimh.nih.gov/about/strategic-planning-reports/strategic-research-priorities/index.shtml) (https://www.nimh.nih.gov/about/strategic-planning-reports/strategic-research-priorities/index.shtml), including Objectived 1-4 on the left menu.

[NIMH Research Areas](https://www.nimh.nih.gov/research-priorities/research-areas/index.shtml) (https://www.nimh.nih.gov/research-priorities/research-areas/index.shtml), including all bullet points (except Small Bussiness).

Dec 15 [Washington Post article](https://www.washingtonpost.com/national/health-science/cdc-gets-list-of-forbidden-words-fetus-transgender-diversity/2017/12/15/f503837a-e1cf-11e7-89e8-edec16379010_story.html?utm_term=.d8e02c7c7385) (https://www.washingtonpost.com/national/health-science/cdc-gets-list-of-forbidden-words-fetus-transgender-diversity/2017/12/15/f503837a-e1cf-11e7-89e8-edec16379010_story.html?utm_term=.d8e02c7c7385)

an additional important reference/resource:

[Clark, L. A., Cuthbert, B., Lewis-Fernández, R., Narrow, W. E., & Reed, G. M.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Clark2017.pdf) (http://tpb.psy.ohio-state.edu/6853-6854/readings/Clark2017.pdf) (2017). Three approaches to understanding and classifying mental disorder: *ICD-11*, *DSM-5*, and the National Institute of Mental Health's Research Domain Criteria (RDoC). *Psychological Science in the Public Interest*, 18, 72-145.

[National Advisory Mental Health Council Workgroup on Tasks and Measures for Research Domain Criteria](http://tpb.psy.ohio-state.edu/papers/RDoC_Council_Workgroup_Report.pdf) [.\(http://tpb.psy.ohio-state.edu/papers/RDoC_Council_Workgroup_Report.pdf\)](http://tpb.psy.ohio-state.edu/papers/RDoC_Council_Workgroup_Report.pdf). (2016). *Behavioral assessment methods for RDoC constructs*. Bethesda, MD: National Institute of Mental Health.

2 [1/17](http://tpb.psy.ohio-state.edu/6853-6854/notes/methods3/01.htm) [.\(http://tpb.psy.ohio-state.edu/6853-6854/notes/methods3/01.htm\)](http://tpb.psy.ohio-state.edu/6853-6854/notes/methods3/01.htm)

Beauchaine Research Methods III: Base Rates, Clinical Judgement, Cognitive Biases, and Psychodiagnosis

[Baldessarini, R. J., Finklestein, S., & Arana, G. W.](http://tpb.psy.ohio-state.edu/6853-6854/readings/baldessarini1983.pdf) [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/baldessarini1983.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/baldessarini1983.pdf), (1983). The predictive power of diagnostic tests and the effect of prevalence of illness. *Archives of General Psychiatry*, 40, 569-573.

[Beauchaine, T. P., & Waters, E.](http://tpb.psy.ohio-state.edu/papers/Beauchaine%20%20Waters%202003.pdf) [.\(http://tpb.psy.ohio-state.edu/papers/Beauchaine%20%20Waters%202003.pdf\)](http://tpb.psy.ohio-state.edu/papers/Beauchaine%20%20Waters%202003.pdf) (2003). Pseudotaxonomicity in MAMBAC and MAXCOV analyses of rating scale data: Turning continua into classes by manipulating observer's expectations. *Psychological Methods*, 8, 3-15.

[Dawes, R. M., Faust, D., & Meehl, P. E.](http://tpb.psy.ohio-state.edu/6853-6854/readings/dawes1989.pdf) [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/dawes1989.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/dawes1989.pdf) (1989). Clinical versus actuarial judgment. *Science*, 243, 1668-1674.

[Tversky, A., & Kahneman, D.](http://tpb.psy.ohio-state.edu/6853-6854/readings/tversky1974.pdf) [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/tversky1974.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/tversky1974.pdf) (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124-1131.

[Meehl, P. E.](http://tpb.psy.ohio-state.edu/6853-6854/readings/meehl1973.pdf) [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/meehl1973.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/meehl1973.pdf) (1973). Psychodiagnosis: selected papers. Chapter 4 (pp. 81-89). *When shall we use our heads instead of a formula?* New York: Norton.

[Simon, D., Pham, L. B., Le, Q. A., & Holyoak, K. J.](http://tpb.psy.ohio-state.edu/6853-6854/readings/simon2001.pdf) [.\(http://tpb.psy.ohio-state.edu/6853-6854/readings/simon2001.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/simon2001.pdf) (2001). The emergence of coherence over the course of decision making. *Journal of Experimental Psychology*, 27, 1250-1260.

additional important references/resources:

[Bauer, D. J.](http://tpb.psy.ohio-state.edu/papers/Bauer2007.pdf) [.\(http://tpb.psy.ohio-state.edu/papers/Bauer2007.pdf\)](http://tpb.psy.ohio-state.edu/papers/Bauer2007.pdf) (2007). Observations on the use of growth mixture models in psychological research. *Multivariate Behavioral Research*,

42, 757-786.

[Beauchaine, T. P.](http://tpb.psy.ohio-state.edu/6853-6854/readings/beauchaine2013.pdf) (2013). Taxometrics. In T. D. Little (Ed.), *The Oxford handbook of quantitative methods* (pp. 612-634). New York: Oxford University Press.

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Vasey

Generalized Anxiety Disorder, OCD Spectrum I

[Behar, E., DiMarco, I. D., Hekler, E. B., Mohlman, J., Staples, A. M., & Dobrow, J.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Behar2009.pdf) (2009). Current theoretical models of generalized anxiety disorder (GAD): conceptual review and treatment implications. *Journal of Anxiety Disorders*, 23, 1011–1023.

[Bogels, S. M., Knappe, S., & Clark, L. A.](http://tpb.psy.ohio-state.edu/6853-6854/readings/Bogels2013.pdf) (2013). Adult separation anxiety disorder in *DSM-5*. *Clinical Psychology Review*, 33, 663-674.

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[Finucane, B., Challman, T. D., Martin, C. L., & Ledbetter, D. H. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Finucane2016.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Finucane2016.pdf) (2016). Shift happens: Family background influences clinical variability in genetic neurodevelopmental disorders. *Genetics in Medicine*, 18, 302-304.

[Gockley, J., Willsey, A. J., Dong, S., Dougherty, J. D., Constantino, J. N., & Sanders, S. J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Gockley2015.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Gockley2015.pdf) (2015). The female protective effect in autism spectrum disorder is not mediated by a single genetic locus. *Molecular Autism*, 6, 25. doi:10.1186/s13229-015-0014-3

[Neuhaus, E., Beauchaine, T. P., Bernier, R. A., & Webb, S. J. \(http://tpb.psy.ohio-state.edu/6853-6854/readings/Neuhaus2018.pdf\)](http://tpb.psy.ohio-state.edu/6853-6854/readings/Neuhaus2018.pdf) (2018). Child and family characteristics

moderate agreement between caregiver and clinician report of autism symptoms. *Autism Research*. Epublished ahead of print.

[Smith, J. C., Reichow, B., & Volkmar, F. R. \(2015\). The effects of DSM-5 criteria on number of individuals diagnosed with autism spectrum disorder: A systematic review. *Journal of Autism and Developmental Disorders*, 45, 2541-2552. doi:10.1007/s10803-015-2423-8](http://tpb.psy.ohio-state.edu/6853-6854/readings/smith2015.pdf)

16**4/26****FINAL EXAM (Thur, 12:00-1:45pm)**

*click for notes (when available).

Evaluation

Your performance will be evaluated based on your scores on a mid-term exam (40%), a final exam (40%), and your thoughtful participation in class discussions (20%). The midterm and final will each will cover approximately half of the material in the course. Each exam will consist of a mixture of item formats which may include brief answer (e.g., definitions) and both short and long essay questions. Grades will be based on the following cut-offs. We may adjust these cut-offs downward if evidence indicates that one or both exams were more difficult than intended.

- A 90% and above
- A- 85 - 89
- B+ 80 - 84
- B 75 - 79
- B- 70 - 74
- C 60 and below

You must have our permission to miss an exam, and we will only provide it in cases where illness or other documentable problems interfere with your ability to prepare for or complete the exam.

Academic Misconduct

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limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](http://studentlife.osu.edu/csc/) (<http://studentlife.osu.edu/csc/>), (<http://studentlife.osu.edu/csc/>), (<http://studentlife.osu.edu/csc/>).

For good, concise, plain-English advice on how to stay out of academic trouble, see [Ten Suggestions for Preserving Academic Integrity](http://oaa.osu.edu/coamtensuggestions.html) (<http://oaa.osu.edu/coamtensuggestions.html>), (<http://oaa.osu.edu/coamtensuggestions.html>).

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Students with Disabilities

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Course Summary:

Date	Details
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Neuroeconomics & Decision Neuroscience (Econ/Psych 5870)

Spring 2017

Syllabus

Instructor: Ian Krajbich
Office: Lazenby Hall, room 200E
E-mail: krajbich.1@osu.edu
Mailbox: Lazenby Hall, outside room 214
Office hours: Wednesday, 1:30-2:30pm, Lazenby 200E

Grading Assistant: James Wei Chen
E-mail: chen.2731@osu.edu
Mailbox: Arps Hall, outside room 410
Office hours: Monday, 1-2pm, Lazenby 200A

Class meetings: Tuesday and Thursday, 2:20-3:40pm
Ramseyer Hall 059

Course description

In this course, we will focus on the psychology and neuroscience underlying choice behavior. We will start with a brief “crash course” in neuroscience basics, then go on to cover various domains of decision making and what Neuroeconomics has taught us about them. Topics will include decisions about risk, time discounting, social distribution, strategy in games, and learning. By the end of the course, students should understand the basics of how the brain works, how these neural functions produce choice behavior, and the relationship between classic behavioral models and models of how the brain works.

Prerequisites

This course is designed for undergraduates with some exposure to economic theory, decision making, or neuroscience. Prerequisites include: (Stats 1450 or Stats 2450 or Psych 2220 or Econ 3400 or AEDEcon 2005) AND (Math 1150 or higher) AND (Econ 4001 or Psych 4508 or Psych 3313 or Psych 3513 or AEDEcon 4001).

Suggested Textbook and Readings

- Glimcher, P.W., Fehr, E. (2014). *Neuroeconomics: Decision Making and the Brain* (2nd ed.). Academic Press.

Grading Policies

The Big Picture

- Grades will be determined on the basis of the following components:

Exam 1	25% (could be 20%, 25%, or 30%; see below)
Exam 2	25% (could be 20%, 25%, or 30%; see below)
Exam 3	25% (could be 20%, 25%, or 30%; see below)
Problem sets	20%
In-class pop quizzes	8% (5% + up to 3% bonus; see below)
- Grades for all components of the course will be converted to percentages and averaged using the weights given above. Your final grade will be computed using the scale below.

E	D	D+	C-	C	C+	B-	B	B+	A-	A
<60%	≥60%	≥67%	≥70%	≥73%	≥77%	≥80%	≥83%	≥87%	≥90%	≥93%

Exams

- Exams will be in class, closed book, and closed notes. Questions will probably be a mix of multiple-choice, short-answer, and discussion. Some calculations will be required, so bring a calculator (but not a cell phone or a laptop).
- In problems that require calculations, you must show your work and/or clearly explain what you did to get your answer. Just writing down your final answer is insufficient, even if your answer is correct. (This rule does not apply to multiple choice questions.)
- The second and third exams will focus on material covered in the relevant parts of the course, so they will not be a “cumulative” by design. However, they will be at least somewhat cumulative by necessity (i.e., you shouldn’t forget earlier material).
- I am happy to consider written requests for re-grades, if those requests are received within one week of my returning the graded exam. I will re-grade only that portion of the exam specified in the written request. It is possible for re-grading to lead to a lower grade rather than a higher grade.
- Your best exam grade (in percentage terms) will be weighted 30% and your worst exam grade will be weighted 20%. The other exam will be weighted 25%. These weights will be determined separately for each student at the end of the semester. The total is 75% no matter how you slice it. This policy is intended to take a bit of the sting out of one poor performance, but it won’t do much for a string of low scores.

Homework Assignments

- There will be about six written problem sets during the course. These are intended as practice and will often involve calculations. They will usually be handed out during one class period and be due at the beginning of class 5 or 7 days later. Occasionally, a problem set may include some material that is covered only 2 days before the due date.
- Collaboration on problem sets is encouraged.
- Problem sets will be graded on a 0–2 “good effort” scale, where 0 = missing, 1 = handed in but unsatisfactory, and 2 = satisfactory. If you don’t make a serious effort, you can expect a grade lower than 2.

- Your lowest grade on these problem sets will be dropped, but late problem sets will not be accepted. If you miss a problem set for a legitimate reason, just count that one as your drop grade.

In-Class Pop Quizzes

- There will be several in-class pop quizzes during the semester. I don't know the exact number, but an average of one every two or three lectures would be a good guess. The final number of quizzes may be higher or lower than the number of quizzes currently listed on Carmen.
- Quizzes will not be announced ahead of time. If you ask me if I'm planning to give a quiz on a particular day, I will not tell you.
- Quizzes may be given at any time during the lecture (beginning, middle, or end). They may cover material from that day, material from the previous lecture, or both.
- You must be present to take the quiz. There are no make-ups.
- The quizzes are intended to be straightforward, but not trivial. If you are present and paying attention you should get most of the answers correct.
- The quizzes will count as 8% of your grade. The first 5% is like any other component of your grade. Anything more than that is bonus. So in principle, you can get 103% in the course. But if you miss all of the quizzes, the best you can do is 95%.
- Among other things, the bonus is intended to make the "no make-ups" policy reasonable. If you miss one or two quizzes, even for legitimate reasons, don't worry about it.
- If you are philosophically opposed to pop quizzes and want no part of this nonsense, send me an email before the start of class on the date of Exam 1 saying that you do not want the pop quizzes to be part of your grade. If you send me such an email, I will compute your grade on the basis of the other 95% of the course and scale your grade up from 95% to 100% by dividing your average by 0.95 (really, it works). If you opt out of the pop quizzes, then none of them will count and you will not be eligible for the 3% extra credit. The decision to opt out of the quizzes is irreversible (i.e., you can't opt back in later).

Exceptions Due to Legitimate Illness, Injury, or Serious Emergency

Students missing an exam or other deadline because of legitimate illness, injury, or serious emergency must do both of the following things:

1. Contact me in person or by email **before** the exam or deadline.
2. Provide written documentation of your illness, injury, or emergency from an authoritative source (e.g., a physician's note, a police report, a funeral announcement).

Remedial actions (if any) are at my discretion. Make-up exams and deadline extensions are not guaranteed, even if both of the above actions are taken. Make-up exams typically involve different questions and problems than those on the original exam.

Sleeping through an exam is not considered a legitimate excuse.

No make-ups will be offered for missed pop quizzes (the bonus is intended to provide a bit of a cushion in such cases). You do not need to contact me to say that you will be missing a quiz if there is one. My standard response to your missing a homework assignment will be that you can count that one as your drop grade.

Academic Misconduct

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Tentative Course Outline

Note: This schedule is subject to change.

Week	Date	Topic and Event	Reading/Problem Sets
1	Jan 10	Overview of Course	
	Jan 12	Normative decision making	G&F 1
2	Jan 17	Experiments in decision making	
	Jan 19	Multi-attribute choice	
3	Jan 24	Speed-accuracy tradeoff	G&F 3
	Jan 26	Introduction to neuroscience	G&F 5
4	Jan 31	Introduction to neuroscience (continued)	<i>Problem Set 1 due</i>
	Feb 2	Methods of neuroscience	G&F 6
5	Feb 7	Simple choice	G&F 8
	Feb 9	Simple choice (continued)	
6	Feb 14	Risk & Uncertainty	G&F 9, <i>Problem Set 2 due</i>
	Feb 16	<i>Exam 1</i>	
7	Feb 21	Prospect theory	G&F Appendix
	Feb 23	Prospect theory (cont.)	
8	Feb 28	<i>NO CLASS</i>	
	Mar 2	Intertemporal choice and self-control	G&F 10
9	Mar 7	Social preferences	G&F 11, <i>Problem Set 3 due</i>
	Mar 9	Social preferences (continued)	
10	Mar 14	<i>Spring Break</i>	
	Mar 16	<i>Spring Break</i>	
11	Mar 21	Pharmacology	G&F 14, <i>Problem Set 4 due</i>
	Mar 23	<i>Exam 2</i>	
12	Mar 28	Reinforcement learning	G&F 15
	Mar 30	Reinforcement learning (continued)	
13	Apr 4	Reinforcement learning (continued)	
	Apr 6	Perception in decision making	G&F 20, <i>Problem Set 5 due</i>
14	Apr 11	Context-dependence	G&F 24
	Apr 13	Context-dependence (continued)	
15	Apr 18	Strategic choice & game theory	G&F 2
	Apr 20	Strategic choice & game theory (continued)	G&F 25, <i>Problem Set 6 due</i>
Finals	Apr 26	<i>Exam 3</i> 2:00 -3:45pm	

Introduction to Mathematical Models in Experimental Psychology, Fall 2017, Class number 6609

Roger Ratcliff, Rm. 291B Psych. Bldg., Class meets: Wed. 1:30-4:15 Rm. 117 Psych. Bldg.

Course Objectives: This course provides an introduction to basic cognition with a focus on modeling based approaches. There will be evaluation of models of processing and representation, where reasonable models exist. Models and approaches that are highly relevant today (from the last 40 years of research) will be presented. There will also be a module (3 classes) on model fitting and data analysis. This is aimed at providing information about statistics, experimental design, and data analysis that is not commonly found in text books, i.e., what to do in situations where the text books provide no guidance.

The course will require preparation prior to each class: reading chapters from the textbook and 2-4 original papers from the literature. These will require significant effort and short summaries of the readings will be collected each week **IF** there is evidence that the readings have not been done. All the work is presented with the aim of showing both the good and bad points of the models and approaches. The last class presents an evaluation of the state of this research area of cognitive psychology. For the various models examined, we will ask questions such as: 1. How good is the model? 2. Is it fundamentally rejected in the core assumptions? 3. Is it worth using in applied/practical domains?

Student Evaluation

Students will be expected to present 1-2 articles (or parts of articles) (10%), write up results (briefly) from four statistics exercises (5% each) two computer simulation experiments (1-2 pages plus graphs) (two at 15% each), and three research papers (first two 10% last one 20%). Students will be evaluated on an absolute scale.

Topics

Aug. 23: Introduction, Modal memory model, STM, LTM. (Read Chs. 1,2 (iconic memory section only),3,4, N&S). Separating STM and LTM (Ch 3,4, N&S), Levels of processing (Ch. 5, N&S).

Aug. 30: Critiques of levels of processing, Forgetting (Ch. 6, N&S). Cue dependent forgetting, Implicit memory. (Baddeley, 1978; Tulving, 1974; Ch. 7, N&S). **Implicit memory experiment.**

Sept. 6: Introduction to R. Distributions, plotting, means, medians, standard deviations, variability within and between subjects, hypothesis testing vs. exploration vs. modeling. Sampling distributions, normal distribution and binomial, central limit theorem, power of tests, t-tests, chi-square and F distributions, chi-square tests, generating random numbers from the distributions, qq plots. Readings Hays chs. 2,3,4,6,8,9. R book by Navarro as a reference.

Sept. 13: Implicit memory, counter model for implicit memory (Ch. 7, N&S, Ratcliff & McKoon, 1996). Cognitive neuroscience of memory. (Ch8, N&S, Wagner, Shannon, Kahn, & Buckner 2005, Rugg & Curran 2007, Ruff & Huettel chapter from the Neuroeconomics text book provide optional background on methods). **Homework 1 due.**

Sept. 20: Exploratory data analysis. Outliers. Outlier detection and criteria for detection, elimination, treatment as special cases. 5-number summaries, histograms, stem and leaf plots, etc. Fitting a line to data. Relationships between variables. Linear Regression (fitting a line to data traditionally), robust regression, measurement error. **Homework 2 due.**

Sept. 27: Recognition memory, Introduction to global memory models (Ch. 8, 9, Optional Ch., N&S; Ratcliff & McKoon, 1996; Gillund & Shiffrin, 1984). Global memory models, rejection.

Oct. 4: Maximum likelihood estimation, properties of estimators, covariances among parameters. Fitting distributions, testing for differences between distributions. Goodness of fit. Robustness of tests to violations of assumptions. Monte Carlo methods for testing tests. Confidence intervals for parameters of models. **Homework 3 due.**

Oct. 11: New global memory models (Ratcliff & McKoon, 2000; Ratcliff, Shiffrin & Clark, 1990, Supplementary: Shiffrin & Steyvers, 1997). **Memory experiment.** Single/dual process memory and ROC (Wixted 2007, Yonelinas & Sparks, 2007). **Gillund & Shiffrin (SAM) model exercise. Homework 4 due.**

Oct. 18: Models for associative priming (Optional Ch. p. 372, N&S; Readings). Knowledge, memory for text, (Ch. 10, N&S; Ratcliff & McKoon, 1981, 1992, McKoon & Ratcliff, 1986). **Priming experiment. SAM model exercise due**

Oct.25: Reaction time models, diffusion model, RT and memory (Optional Ch., N&S; Ratcliff & McKoon, 2008). **Paper 1 due. Random walk and counter model exercise.**

Nov. 1: RT and aging, individual differences. (Ch. 14, N&S; Ratcliff, Thapar, & McKoon, 2010, Ratcliff et al., 2016 (TICS), Ratcliff & Smith, 2015). **RT expt. (dots).** Maximizing power of ANOVA for RT (Ratcliff, 1993). **Random walk and counter model exercise. due.**

Nov. 8. Neuroscience of decision making. (Forstmann, Ratcliff, & Wagenmakers, 2016, Shadlen & Kiani, 2013, Hanks & Summerfield, 2017). **Paper2 due: Discuss a strange diffusion model application.**

Nov. 15. Categorization, instance based models, decision bound models, connectionist models, hybrid models, integral/separable dimensions (Nosofsky, 2011; Soto & Ashby, 2017; Erickson & Kruschke, 1998; Rouder & Ratcliff, 2004).

Nov. 29: Word recognition models. (McClelland & Rumelhart, 1981; Seidenberg and McClelland, 1989; Perry Ziegler, & Zorzi, 2010; Ratcliff, Gomez, & McKoon, 2004). **RT screw the experimenter experiment (dots)**

Dec. 6: What progress in psychology: 20 questions paper, Newell (1973), Tulving & Madigan (1970), Roberts & Pashler (2000), Ratcliff (2002), Jones & Dhazafarov (2013), Smith, Ratcliff, & McKoon, 2014. **Paper 3 due.**

Lab. component of the course. This involves taking part in about four or five 20 minute experiments with data analyzed in class and discussion of intuitions about processing. One experiment encourages students to cheat to see if the analysis techniques of the instructor can uncover strategies that uncooperative students might adopt. There are also two computer simulation exercises that use computer programs already developed: students alter parameters of the models to represent changes in processes that the models are designed to mimic.

Teaching Method.

Classes will be part lecture and part discussion/tutorial. There will be a number of in-class demonstrations. Students will participate in experiments in the lab. to provide data for examination in class. The course will be flexible so as to reduce emphasis on some topics and spend more time on others depending on demand, background, interest, etc.

Paper 1. Evaluate a model of implicit memory, OR Contrast the implicit memory views, OR Evaluate a global memory model, OR examine an application of a global memory model. (OR you can negotiate). Make this shortish, 5 pages.

Paper 2. Find the strangest application of diffusion decision models that you can and write a 2-3 page paper about it. Answer questions: Is the model fitting valid? Does the model fit? Is the application appropriate (evaluate it)?

Paper 3. Topics. Any topic from what was studied but with a theory or model based interpretation

Texts: Neath & Suprenant, Human Memory, Second Ed., Thomson Wadsworth, 2003. (In readings above - N&S). This book is insanely expensive so you might get an online version or second hand version (eg Amazon). Also I may refer to a really great book on methods of cognitive modeling: Computational Modeling in Cognition: Principals and Practice by Lewandowsky and Farrell, 2011, Sage. The R online book by Navarro as an intro to R and statistics applications. Reading packet on Carmen of about 2-4 papers per class.

Office Hours: I am in most of the time, say 9:30 to 4:00 MTWF. Office hours by appointment (use email ratcliff.22@osu.edu). If I am in (i.e., I have not wandered off) I am available. Call or email to be sure I am in (you can chance it of course and drop by).

I will probably update the course as I find out what interests there are in the class.

Academic Misconduct

All students at the Ohio State University are bound by the Code of Student Conduct (see <http://oaa.ohio-state.edu/coam/code.html>). Violations of the code in this class will be dealt with according to the procedures detailed in that code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

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Judgment and Decision Making (Psych 7708)

Spring 2018

Syllabus

Instructor: Mike DeKay
Office: Lazenby Hall, room 224
E-mail: deKay.3@osu.edu
Phone: 614-292-1837
Mailbox: By room 224 in Lazenby Hall
Office hours: Monday, 2:00–3:30 p.m. or by appointment

Class meetings: Tuesday and Thursday, 2:20–3:40 p.m.
Psychology Building, room 115

Overview

This is a graduate-level course on judgment and decision making (JDM). We will focus on “descriptive” psychological models of how people actually make judgments and decisions, but we will also cover some “normative” models of how people should make judgments and decisions. Although the emphasis will be on empirical research findings from the psychology literature, we will occasionally discuss applications or assessments in other fields (e.g., medicine, law, or business). Students are encouraged to speak up regarding connections to their own areas of expertise.

Prerequisites

Students should have taken a graduate-level statistics course or be currently enrolled in such a course. If you do not meet this prerequisite, you should probably postpone taking this course until a later date.

Required Readings

- Various articles and chapters will be posted to Carmen as PDF files on a regular basis. There will usually be two to four readings per week.
- There is no required text. If you would like some additional background on JDM, I suggest the following books:

Hastie, R., & Dawes, R. M. (2010). *Rational choice in an uncertain world: The psychology of judgment and decision making* (2nd ed.). Thousand Oaks, CA: Sage. I use this text in my undergraduate course, Psych 4508.

Newell, B. R., Lagnado, D. A., & Shanks, D. R. (2015). *Straight choices: The psychology of decision making*. New York: Psychology Press. This is a more up-to-date book written at a slightly higher level. It relies a bit more on cognitive and learning psychology.

Koehler, D. J., & Harvey, N. (Eds.). (2004). *Blackwell handbook of judgment & decision making*. Malden, MA: Blackwell Publishing. This handbook has relatively up-to-date chapters on many (but not all) major threads in JDM research. Unlike many other edited volumes on JDM, the chapters in this one are not reprints or minor updates of

journal articles. There is also an updated, expanded (to two volumes), and more expensive version edited by Keren and Wu (2015).

Lecture Notes

Lecture notes will be posted to Carmen before class. I will also try to make copies and bring them to class.

Grading Policies

The Big Picture

- Grades will be determined on the basis of several components:

Homework assignments	30%
Unannounced quizzes	25%
Article discussion leader	15%
Discussion questions	20%
Class participation	10%
- The final grade distribution will be typical of distributions for graduate courses in psychology.

Homework Assignments

- There will be several (eight or ten?) homework assignments. These will be a mix of quantitative topics, discussion questions on readings or class material, and perhaps short “reaction papers” to specific readings.
- You may collaborate on these assignments, but you must turn in your own work. The only exception is the first problem set, which is a questionnaire that is to be completed individually, without collaboration.
- Late problem sets will incur a 10% penalty if less than 24 hours late, a 20% penalty if 24–48 hours late. No credit will be given after that. Your lowest grade on these problem sets (in percentage terms) will be dropped. If you miss a problem set for a legitimate reason, just count that one as your drop grade.

Unannounced Quizzes

- There will be several unannounced quizzes (pop quizzes) during the semester. I don’t know the exact number, but an average of one every three lectures would be a good guess. The quizzes may be given at any point during the class period (beginning, middle, or end).
- The quizzes are intended to be straightforward, but not trivial. If you do the reading and pay attention in class, you should get most of the answers correct. Most or all of the questions will be true/false or multiple choice.
- Your lowest quiz grade (in percentage terms) will be dropped. If you miss a quiz, just count that one as your drop grade.

Article Discussion Leader

- At some point during the semester, you will lead a class discussion on a journal article related to one of the topics listed in the course outline. I will provide you with a relevant paper and other students will submit discussion questions ahead of time.
- This a discussion, not a presentation. So no slides. It should generally take no more than 15 minutes. Some short papers could take less time.

- When leading the discussion, you should *not* summarize the article, because everyone will have read it. Instead, focus on the more interesting theoretical or experimental aspects of the article, including any shortcomings or interpretational issues. Don't rely entirely on the rest of the class ("So, what did you guys think of it?").

Discussion Questions

- Some classes will have readings that are flagged as "discussion articles" (see above). Before such classes, you should submit one discussion question for that reading. These should not be clarifying questions (though you may ask those in addition), but rather questions to start a discussion about the article.
- Questions should be submitted to Carmen by 5 p.m. on the day before class, so that we can use them to launch the discussion.
- Even if an article is not a "discussion article," you should read it before class anyway, as that will make the lectures and discussions more valuable. All assigned articles are fair game for unannounced quizzes.
- I reserve the right to require a discussion question for every reading. I will consider this option only if it appears that students are not doing the reading ahead of time.

Class Participation

- You are expected to be actively involved in the class. To be involved, you must first be present. Attendance is mandatory. You can have one freebie, but additional unexcused absences will affect your grade.
- Beyond attendance, you should contribute to class regularly. Obviously, not everyone will ask a question or make a comment in every class period, but you should contribute whenever you can.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>

For good, concise, plain-English advice on how to stay out of academic trouble, see Ten Suggestions for Preserving Academic Integrity at <http://oaa.osu.edu/coamtensuggestions.html>

Sexual Misconduct and Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Students with Disabilities

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you

register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds.osu.edu; 614-292-3307; VRS (Video Relay Service) 614-429-1334; 098 Baker Hall, 113 W. 12th Avenue. To ensure fairness to all students, requests for special accommodations will typically not be granted in the absence of SLDS certification.

Tentative Course Outline

Note: This outline is subject to change. Don't expect the topics and lectures to line up neatly with class periods. Asterisks indicate topics with articles suitable for student-led discussions.

Week	Date	Topic or Event
1	Jan 9	Overview of course; Expected value, expected utility
	Jan 11	Risk preferences, decision trees, sunk costs
2	Jan 16	SEU axioms and violations
	Jan 18	Prospect theory
3	Jan 23	Prospect theory
	Jan 25	Multiattribute utility
4	Jan 30	*Heuristics and biases in multiattribute choice
	Feb 1	*Constructed preferences, experienced utility
5	Feb 6	*Awareness, unconscious decision making
	Feb 8	Bayes' theorem
6	Feb 13	*Bayes' theorem
	Feb 15	*Heuristics and biases
7	Feb 20	*More heuristics and biases
	Feb 22	*More heuristics and biases
8	Feb 27	*More heuristics and biases
	Mar 1	*The lens model, humans vs. models
9	Mar 6	*Fast and frugal heuristics
	Mar 8	*Fast and frugal heuristics
10	Mar 13	Spring break <i>No class</i>
	Mar 15	Spring break <i>No class</i>
11	Mar 20	Signal detection theory
	Mar 22	*Perceptions of chance and cause
12	Mar 27	*Overconfidence
	Mar 29	*Debiasing, accountability
13	Apr 3	*Temporal decision making
	Apr 5	*Repeated decisions, decisions from experience
14	Apr 10	*Affect and decision making
	Apr 12	*Affect and decision making
15	Apr 17	*Affect and risk perception
	Apr 19	*Risk perception

**Neuroscience 5644: Behavioral Endocrinology
(3 credits)**

**SYLLABUS
Autumn 2017**

Class meets @ 11:10-12:30 on Mondays and Wednesdays in 1165 Graves Hall

Instructor:

Professor Randy Nelson

Office: 4084 Graves Hall

Office Hours: Thursday 11:30-12:30 pm and by appointment

Phone: 614.688.8327

Fax: 614.688.8742

Email: rmelson@osu.edu

Course Summary: Exploration of the interactions among hormones, brain, and behavior through an integrative approach.

Prerequisite: Psychology 3313 or graduate student standing. Not open to students with credit for Psych 4644 (or 644).

Grading: Students must attend and actively participate in all class meetings. The students' final grades will reflect their participation (10%), as well as performance on a midterm examination (20%), in-class quizzes (10%), in-class presentation (25%), and a term paper (35% [10% for comprehensive outline; 25% for final paper]). The instructor must approve the topic of your paper by class time on 13 September 2017. A comprehensive outline of your term paper (primary references included) is due by 16 October 2017 (10% of final grade). Students must complete the term paper by class time on 6 December 2017. The term paper is worth 25% of your final grade. Late papers will NOT be accepted under any circumstances. The topic of your term paper will also be the topic of your in-class oral presentation (25% of final grade). There are NO make-up quizzes or exams. The midterm exam will be given to the students at the end of class on 16 October 2017. The completed exams are due at the beginning of class on Wednesday 18 October 2017. The exam material will consist of both lecture material and material from your readings. The tests are multiple-choice, short answer, and essay examinations. Students will be responsible for attending class, reading the assigned materials in the reader, and studying the materials. Final grades will be calculated as follows: $\geq 90\%$ of the highest score = A range; $\geq 80\%$ of the top score = B range; $\geq 70\%$ of the top score = C range; $\geq 60\%$ of the top score = D range. $< 59\%$ of the top score = F.

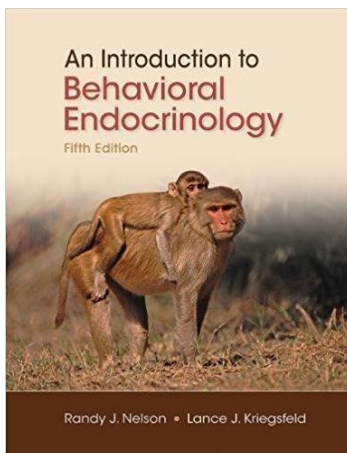
Academic Ethics: All students enrolled in courses at the Ohio State University should be familiar with the University's policy on academic integrity (<https://oaa.osu.edu/coamfaq.html>). The instructor and course assistants are committed to maintaining a fair assessment of student performance in this course. There are two major ethical considerations in this course. The quizzes are closed book. No notes may be used during the examinations and you may not confer with your fellow students or look at other examinations for answers during the quiz period. Notes and other materials may be used during the take-home examination, but you may not confer with your fellow students during the completion of the exams. Prior to the exams and quizzes, all students are encouraged to study in small groups to facilitate preparation for the tests. However, once you begin the quizzes or examination, you are expected to work alone. Second, the term paper must represent your own work. A comprehensive website that describes most aspects of plagiarism has

been produced by Purdue University (<https://owl.english.purdue.edu/owl/resource/589/01/>). I strongly encourage you to visit this site. Papers will be checked electronically (Turnitin) for plagiarism.

Absence from Exams: Make-up exams and quizzes may be taken only in cases in which absence from the scheduled exam is unavoidable, such as in cases of illness or family emergency. Any such absence must be approved by the instructor *in advance* of the exam. Any excuse for an absence must be documented and reported to the instructor as soon as possible. Undocumented absences from the scheduled quizzes or exams will result in 0 points for that missed item. Students are also expected to abide by the Code of Student Conduct as outlined in the University Student Handbook (<https://oaa.osu.edu/coamfaqs.html>).

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Accommodations for Disabled Students: The policy of The Ohio State University is to provide every reasonable, appropriate, and necessary accommodation to qualified disabled students. The University's colleges and academic centers evaluate and judge applications on an individual basis and no categories of disabled individuals are automatically barred from admission. The privacy rights of each disabled person are honored to the fullest extent possible. The University's interest in a student's disabilities are only for the purpose of accommodating his/her specific disability, thereby providing an academically qualified disabled student access to programs and activities accorded all other qualified students. Whenever generally accessible facilities do not adequately accommodate a specific disability, the University makes every reasonable accommodation and program or facility adjustment to assure individual access. These policies are fully supported and practiced in this class. **If you have a disability documented with The Ohio State University Office of Disability Services (<http://www.ods.ohio-state.edu>; 614.292.3307, or visit 150 Pomerene Hall), then please contact the instructor privately by the end of the second week of the semester so that any accommodations (e.g., large font exams, separate examination facilities) can be made (contact information is listed above).**



Recommended Textbook: *Introduction to Behavioral Endocrinology* (2017), Fifth Edition; Nelson, R.J. & Kriegsfeld, L.J.; Sinauer Associates) Sinauer and Associates. Instructor-provided readings will also be used (see below).

Important! If you are having difficulty with any of the material, either in lecture or in the readings, then please see the instructor for help. The instructor is here to facilitate your learning, and that means not only giving lectures, but also consulting with you individually. The semester is very short, so it is critical to seek assistance as soon as you detect a problem.

	Date	Lecture Topic	Readings
1	23 August	Introductions, Course Organization and Overview; Strong Inference	Platt (#1) Chapter 1
2	28 August	Endocrine physiology and organs; neuroendocrinology	Chapter 2
3	30 August	Sexual differentiation: historical perspective; anatomy and physiology	Chapter 3
	4 September	No Class-Labor Day Holiday	
4	6 September	Sexual differentiation: behavioral analysis & mediating mechanisms, consideration of primates; gender dysphoria	Chapter 4 http://www.csmonitor.com/USA/Society/2015/0608/What-does-being-a-woman-mean-Caitlyn-Jenner-s-emergence-rekindles-debate
5	11 September	Sexual differentiation: behavioral analysis & mediating mechanisms, bird song	Chapter 4 http://www.nytimes.com/2015/07/28/sports/international/dutee-chand-female-sprinter-with-high-male-hormone-level-wins-right-to-compete.html http://www.motherjones.com/politics/2016/08/rio-olympics-caster-semenya-how-does-testosterone-affect-athletic-performance/
6	13 September	Sex differences in behavior (Quiz 1)	Chapter 4
7	18 September	Male sex behavior	Chapter 5
8	20 September	Male sex behavior	
9	25 September	Female sex behavior	Chapter 6
10	27 September	Female sex behavior	
11	2 October	Parental behavior	Chapter 7
12	4 October	Parental behavior	
13	9 October	Social behavior	Chapter 8
14	11 October	Biological Rhythms	Chapter 10
	16 October	Midterm Exam handed out in class (25% of final grade) OUTLINES DUE	

	18 October	Midterms due at the start of class (25% of final grade) Hormones and learning	Chapter 12
15	23 October	Stress	Chapter 11
	25 October	Hormones and mood, seasonal affective disorder, PMS	Chapter 13
	30 October	Student Presentations	
16	1 November	Student Presentations	Student Presentations
17	6 November	Student Presentations	Student Presentations
18	8 November	Student Presentations	Student Presentations
19	13 November	Student Presentations	Student Presentations
20	15 November	Student Presentations	Student Presentations
21	20 November	Student Presentations	Student Presentations
22	22 November	THANGSGIVING BREAK	
23	27 November	Student Presentations	Student Presentations
24	29 November	Student Presentations	Student Presentations
25	4 December	Student Presentations	Student Presentations
26	6 December	(Quiz 2)	

Reading List (Readings available on Canvas)

Lecture 1:

Platt, JR., 1964. Strong inference. *Science*, 146:347-353.

Instructions for Term Paper: The scientific literature for the biology of aggression and violence is extensive and diverse. It is often necessary to scan many articles quickly and to extract from them the essential message. It is frequently necessary to evaluate methods in order to determine if the claims in the paper are extravagant. Even with careful reviewing, articles are published that may not be tightly reasoned and frequently, alternative explanations for data are not considered. Your term paper should critically examine some problem of current interest in biological approaches to the study of aggressive behavior. You have considerable freedom in terms of the approach you use. However, you must use only primary research literature (you can use review articles as points of departure) and you must be critical (exercise careful judgment) in your approach. You might want to examine the development of a particular concept during the past several years by choosing a paper from 10 or so years ago and then picking a very recent paper for comparison. Alternatively, you might pick a controversial topic and examine different points of view based on different scientific methodologies, philosophies or as alternative explanations for similar observations. There is no desire on my part to limit your options; you may be able to think of some other approaches. Do not approach this assignment with the idea that there is something wrong with the papers you read. A critic is one who expresses a reasoned opinion on a matter, involving a judgment of its logical bases, correctness, value or significance. Give the reader sufficient information so that your arguments can be followed and your

opinions understood, but do not abstract papers being discussed (i.e., do not write... "Fox and Hound (1985) found X. This was wrong. Cole and colleagues found Y. This was right."). Rather, focus on issues that attract your attention and present a comparative analysis. You might start by reviewing the journals, *Aggressive Behaviour*, *Behavior Genetics*, *Hormones and Behavior*, *Physiology & Behavior* or *Behavioural Brain Research*. You might also get ideas from your readings, Psychlit, or Medline. Once you find an article of interest, explore its references for other articles of related interest. Use Science Citation Index for determining the researchers who are citing papers of interest to you. The paper is very important to your final grade. Present it in good form, underlining or italicizing scientific names and using the literature citation format of the APA (an APA manual of style will be placed on reserve at the library). Please do not write less than 12 or more than 20 double-spaced pages. I expect all of your arguments to be supported by sufficient references. Your grade on the paper will be based on my assessment of your critical abilities, the originality of your treatment, your presentation (including grammar, syntax, and spelling), and the total development of the paper. The instructor will gladly help you with any aspect of your term paper. I expect you to work on this paper during the entire term and my evaluations of the final product will be based on those expectations. You may also seek assistance from the Center for the Study and Teaching of Writing (CSTW) on campus, an interdisciplinary support and research unit in The Ohio State University's College of Humanities. The writing lab is located in 485 Mendenhall Laboratory (which is on the South side of the oval, next to Hegarty Hall), and students can schedule appointments on their website (www.cstw.org) or by calling 614-688-4291. Failure to complete the term paper will result in a failing grade. **A comprehensive outline of your term paper is due in class on 16 October 2017. This outline should include the thesis of your paper, as well as a list of the major references that you have consulted (3-5 review papers and 8-12 research papers).**

Instructions for Presentation: These instructions are to help you organize your presentation. Most of the instructions are NOT REQUIRED, but highly recommended. For a presentation to be successful, you need to consider:

1. **What material to present:** The purpose of a presentation is to convey information. You need to know the general background as well as specific aspects of the topic. For example, you need to know the overview of gene-behavior interactions, as well as a specific aspect of the topic such as increased aggression in males of human families lacking monoamine oxidase A despite elevated serotonin. Your presentation will be an oral report on the topic of your term paper so presumably you will have done a lot of background reading.
2. **How to organize the material:** Organized information is easier to remember for you as you present and easier for your audience to understand. Do not simply read your term paper; an organized outline or a list is much easier to write and more useful for a presentation.
3. **How to present the information:** There are many ways to present material in an interesting manner. The best format is the one that allows you to convey information clearly. A controversial topic might require a debate format, and statistics might be presented best graphically, etc.
4. **How to search the existing literature:** You need to know what information is available, as well as "hot" or controversial topics in the field (see instructions for term paper). To gain a comprehensive view of the field, you should begin with a book chapter or a review article. Use the reference sections from those to find more detailed information. I have some start-up materials in my office (books, articles, etc.) that you can borrow. You can also get a lot of feedback from me at any point during the preparation. Added benefit to consultation with the instructor is that you can get feedback early in the process, so that you will know how much and what kind of work you have to do to earn a good grade. Providing the professor with an early draft of the outline well in advance is a great way to receive a feedback, for example.

What's Required: Summary/Outline: you need to give me a *one page* summary (2.2 cm margin, 12 pt font, double-spaced), *at least two weeks before your presentation*. This can be an early draft. This will help me determine your progress, and allows me to give you a feedback with enough time for you to make any

changes. I'll distribute copies of your summary to the class, so you need to give me *a final version at least two days before the presentation*. **A list of references;** you need to give me a list of references that you are using, *at least two weeks in advance*. You also need to give me the final list at least two days before presentation. The materials that you use should be from the primary or secondary scientific literature. Do not use newspapers, magazines, encyclopedias, textbooks, or websites as primary references.

Presentation: The presentation should be about ~45 minutes each. Try not to read a prepared paper. Go slowly and emphasize your main points. Do not try to give too much information, but try to summarize the information. Please use PowerPoint presentation; Let me know at least 2 weeks in advance so I can have the appropriate program available if you use another presentation program.

DEPARTMENT OF NEUROSCIENCE/NEUROSCIENCE GRADUATE PROGRAM

Foundations of Neuroscience I

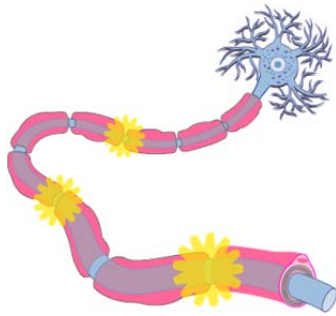
NGSP 7001

06 credit hour Fall Semester, 2017

1175 Graves Hall

8:30AM -9:50 AM

Course Directors: Dr. Candice Askwith and Dr. Christine Beattie



Module Leaders

Basic Neurophysiology Module A	Cellular and Molecular Module B	Neurotransmission and Glia Module C	Neurodevelopment Module D
Dr. Candice Askwith 4066B Graves Hall (614) 688-7943 askwith.1@osu.edu	Dr. John Oberdick 226A Rightmire Hall (614) 292-8714 oberdick.1@osu.edu	Dr. Min Zhou 4066C Graves Hall (614) 366-9406 min.zhou@osumc.edu	Dr. Christine Beattie 190 Rightmire Hall (614) 292-5113 beattie.24@osu.edu

Course Objectives

To develop a working knowledge of the cellular, molecular, and neuro-physiological principles fundamental to neuroscience research and relate these principles to the normal and diseased nervous system. The course will consist of four modules. Module A will provide knowledge of neurophysiology: the ionic basis of electrical excitability of neurons, action potentials, synaptic transmission, and basic biophysics of neurons. Module B will cover the cellular and molecular aspects of the nervous system. Module C will cover more advanced topics such as neurotransmitter systems and the fundamental mechanisms of neuronal and glial communication. Module D will convey a foundational understanding of how the nervous system develops.

Course Assistance

Although there are no office hours, students are encouraged to contact the lecturers with their questions regarding the material and can make appointments to meet with the lecturers or course directors regarding any concerns. Contact information for all lectures is provided below.

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation **Service (614-292-5766; www.ccs.osu.edu)** for assistance, support and advocacy. This service is free and confidential.

Text and Website

A textbook is not required; Relevant chapters found in any basic Cell Biology, Neuroscience, or Development textbook would be an excellent supplement. For neurophysiology, and basic neuroscience text book such as those authored by Kandel, Bear, Haines, Mathews, Nicholls, Purves, or Zigmond would contain chapters with relevant information. For cell and molecular biology, text books authored by Squire, (Fundamental Neuroscience) or Cell/Molecular Biology texts by Alberts or Roberts. For neurodevelopment, "Development of the nervous system" (Sanes, Rah, and Harris-available at the Health Sciences Library). **Our web site is: <http://carmen.osu.edu/>.**

Student Evaluation

Four Exams (25% each) taken in the classroom. There are no opportunities for extra credit from other assignments.

Schedule Autumn 2017

#	Date	Topic	Instructor	Module/Leader
1	Wed 8/23/2017	Course Overview/Membrane Potential and Ion Channels	C. Askwith/ C. Beattie askwith.1@osu.edu	C. Askwith
2	Fri 8/25/2017	Ionic currents and Ohms Law	C. Askwith	C. Askwith
3	Mon 8/28/2017	Ionic Basis of the Action Potential	G. Bishop bishop.9@osu.edu	C. Askwith
4	Wed 8/30/2017	Basic Electrophysiology Techniques	G. Bishop/C. Askwith	C. Askwith
5	Fri 9/01/2017	Propagation/Modulation of Action Potentials	G. Bishop	C. Askwith
	Mon 9/04/2017	NO CLASS	<i>Labor Day</i>	C. Askwith
6	Wed 9/06/2017	Synaptic Potentials	C. Askwith	C. Askwith
7	Fri 9/08/2017	Synaptic Integration	C. Askwith	C. Askwith
8	Mon 9/11/2017	Synaptic Plasticity: LTP/LTD	C. Askwith	C. Askwith
9	Wed 9/13/2017	Advanced Methods in Neurophysiology	C. Askwith	C. Askwith
	Fri 9/15/2017	EXAM 1		C. Askwith
10	Mon 9/18/2017	The Nucleus and Chromatin Structure	J. Oberdick oberdick.1@osu.edu	J. Oberdick

#	Date	Topic	Instructor	Module/ Leader
11	Wed 9/20/2017	Transcription Factors and Transcriptional Networks in Neuroscience	J. Oberdick	J. Oberdick
12	Fri 9/22/2017	Protein Synthesis and Translational Control	C. G. Lin lin.492@osu.edu	J. Oberdick
13	Mon 9/25/2017	Protein Sorting and Trafficking	C. G. Lin	J. Oberdick
14	Wed 9/27/2017	Axonal transport and the cytoskeleton of nerve cells I	A. Brown brown.2302@osu.edu	J. Oberdick
15	Fri 9/29/2017	Axonal transport and the cytoskeleton of nerve cells II	A. Brown	J. Oberdick
16	Mon 10/02/2017	Signaling Pathways I	Chen Gu gu.49@osu.edu	J. Oberdick
17	Wed 10/04/2017	Signaling Pathways II	K. Obrietan obrietan.1@osu.edu	J. Oberdick
18	Fri 10/06/2017	The Mitochondria	J. Oberdick	J. Oberdick
19	Mon 10/9/2017	High-Throughput DNA Sequencing and In Silico Applications	J. Oberdick	J. Oberdick
	Wed 10/11/2017	EXAM 2		J. Oberdick
	Fri 10/13/2017	NO CLASS	<i>Autumn Break</i>	
20	Mon 10/16/2017	Cell Biology of the Synapse	J. Jontes Jontes.1@osu.edu	M. Zhou
21	Wed 10/18/2017	Electrical Synapses	G. Bishop	M. Zhou
22	Fri 10/20/2017	Excitatory and Inhibitory Amino acids	C. G. Lin	M. Zhou
23	Mon 10/23/2017	Catecholamines: Dopamine, Epinephrine	H. Gu gu.37@osu.edu	M. Zhou
24	Wed 10/25/2017	Acetylcholine, Serotonin, Histamine	R. T. Boyd boyd.16@osu.edu	M. Zhou
25	Fri 10/27/2017	Neuropeptides, ATP, and Other Neurotransmitters	C. Askwith	M. Zhou
26	Mon 10/30/2017	Glia and Myelination	D. McTigue dana.mctigue@osumc.edu	M. Zhou
27	Wed 11/01/2017	Astrocyte Physiology	M. Zhou min.zhou@osumc.edu	M. Zhou
28	Fri 11/03/2017	Cell Survival and Death	S. Yoon yoon.84@osu.edu	M. Zhou

#	Date	Topic	Instructor	Module/ Leader
29	Mon 11/06/2017	Sensory Transmission	S. Mangle Stuart.Mangel@osumc.edu	M. Zhou
	Wed 11/08/2017	EXAM 3		M. Zhou
	Fri 11/10/2017	NO CLASS	<i>Veterans Day</i>	
30	Mon 11/13/2017	Overview of Nervous System Development and Neural induction	C. Beattie beattie.24@osu.edu	C. Beattie
31	Wed 11/15/2017	Polarity and Regionalization	J. Oberdick	C. Beattie
32	Fri 11/17/2017	Neuro and Gliogenesis	A. Fischer fischer.412@osu.edu	C. Beattie
33	Mon 11/20/2017	Determination and Differentiation	C. Beattie	C. Beattie
	Wed 11/22/2017	NO CLASS	<i>Thanksgiving</i>	
	Fri 11/24/2017	NO CLASS	<i>Thanksgiving</i>	
34	Mon 11/27/2017	Mechanisms of Axon Guidance	C. Beattie	C. Beattie
35	Wed 11/29/2017	Target Selection and Topographic Maps	C. Beattie	C. Beattie
36	Fri 12/01/2017	Synapse Formation and Elimination	C. Beattie	C. Beattie
37	Mon 12/04/2017	Stem Cells	A. Fischer	C. Beattie
38	12/06/2017	Methods in Neuroscience	C. Beattie/ Oberdick	C. Beattie
Finals Week December 09th-15th (Fri-Thurs) EXAM 4 To Be Determined				

NeuroSc/Dent 7002: FOUNDATIONS OF NEUROSCIENCE II
(6 CR HOURS)
SPRING SEMESTER 2018
JANUARY 8 – APRIL 23, 2018

FACULTY

Dr. Georgia Bishop	3187 Graves Hall	2-8363	bishop.9@osu.edu
Dr. Susan Travers	4153 Postle Hall	2-7619	travers.3@osu.edu
Dr. Derick Lindquist	049 Psychology Building	2-2236	lindquist.40@osu.edu

CLASSROOM: 1024 GRAVES HALL -SOUTHWEST (9TH AVENUE) SIDE OF GRAVES HALL ON THE FIRST FLOOR.

LECTURE FORMAT: Lectures will be given M, W, and Th from 8:30-10:00 AM. These are intended to provide an **overview** of the structure and function of the nervous system as well as **general concepts of the organization of a region/system**. They are not intended to be all inclusive. Students will be expected to read the textbook for supplemental information.

SUGGESTED TEXTBOOKS:

Nolte **The Human Brain, 6th Edition: An Introduction to Its Functional Anatomy**
Kandel, et al. **Principles of Neural Science, 5th Edition**. McGraw-Hill Publishers
Squires et al., **Fundamental Neuroscience, 4th Edition** Academic Press.

Please note you do not have to purchase all of these books. However, material from lectures may come from any of them. Some are available in the library or in individual labs. You may choose from any of several Neuroanatomy textbooks to supplement the lectures.

EXAM FORMAT: Individual instructors will prepare questions from their lectures. Each exam will be worth 50 points. The number of questions will be proportional to the amount of time the instructor lectured. The written portion will consist of short answer, multiple choice, and fill in the blank questions. The exams are not cumulative. Each will cover material presented since the last exam.

Final Grade: Your final grade will be based on the total number of points you accumulate out of the 200 available from 4 exams.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include suspension or dismissal from the University and a failing grade in this course. If you have any questions about the above policy, please contact me. Other sources of information on academic misconduct (integrity) include: COAM's web page (<<http://oaa.osu.edu/coam/home.html>>) "Eight Cardinal Rules of Academic Integrity" (<<http://www.northwestern.edu/uacc/8cards.html>>).

ACCOMODATIONS: Everything possible will be done to make every reasonable program or facility adjustment to assure success for each student. A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

DATE	TOPIC	LECTURER
1/8	Introduction to Course, Terminology & Overview of Nervous System	Bishop
1/10	Arterial and Venous supply to CNS; Ventricles and flow of CSF	Bishop
1/11	Peripheral Nervous System; Functional Components of Nerves Autonomic Nervous System	Bishop
1/15	No Class MLK holiday	
1/17	Cranial nerves – components and peripheral distribution	Bishop
1/18	Anatomical and Functional Organization of the Spinal Cord	Bishop
1/22	Brainstem I	Travers
1/24	Brainstem II	Travers
1/25	Anatomical Organization of Diencephalon (Thalamus) and Telencephalon	Bishop
1/29	EXAM 1 Covers material from 1/8 through 1/25	
1/31	Principles of Sensory Processing and Coding	Travers
2/1	Somatosensory System: Transduction Mechanisms of Touch	Travers
2/5	Pain	Travers
2/7	Chemical Senses: Taste	Travers
2/8	Chemical Senses: Olfaction	Travers
2/12	Peripheral Muscle Receptors and spinal cord reflexes	Bishop
2/14	Descending pathways that control motor neurons	Bishop
2/15	Vestibular System	Bishop
2/19	EXAM 2 Covers material from 1/31 through 2/15	
2/21	Cerebellar Control of Movement	Bishop
2/22	Basal Ganglia Control of Movement	Bishop
2/26	Reticular Formation – General Overview and Chemically Defined Pathways	Bishop
2/28	Hypothalamus – General Organization	Obrietan
3/1	Circadian Rhythms	Obrietan

3/5	Cerebral Cortex: Functional Organization of Association Areas	Givens
3/7	Limbic System: Overview and Aggression	Weil
3/8	Hippocampus: Current concepts on function (Memory, Epilepsy)	Weil
3/12-3/16	SPRING BREAK NO CLASS	
3/19	Neurobiology of Learning and Memory	Lindquist
3/21	Neurobiology of Learning and Memory	Lindquist
3/22	Stem Cells	Kirby
3/26	EXAM 3 Covers Material from 2/21 through 3/22	
3/28	Neuroendocrine Function	Leuner
3/29	Psychiatric Disorders: Schizophrenia (Delayed start – 5-10 minutes)	Coutellier
4/2	Sexual Dimorphism	Lenz
4/4	Sleep Circuits	Weil
4/5	Stress – Overview of Neural Systems	DeVries
4/9	Stress – Autonomic control	DeVries
4/11	Interactions between Nervous System and Immune System	Godbout
4/12	The Aging Nervous System	Kokiko-Cochran
4/16	Drugs of Abuse	Gu
4/18	fMRI studies in Behavior	Leber
4/19	Study Day	
4/23	EXAM 4 Covers material from 3/28 through 4/18	

SYLLABUS

Neurosc 7050 / Biophrm 7050
Neurobiology of Disease, 3 credit hours

Class schedule:

Class meets 2 times/week (Tuesday and Thursday, 1-3 pm) in Graves Hall room 1187

Course Director:

Dr. Chien-liang Glenn Lin
(Neurosc 7050)
Phone: 688-5433
Office: 4123 Graves Hall
E-mail: lin.492@osu.edu

Dr. Andrej Rotter
(Biophrm 7050)
Phone: 292-7747
Office: 5142 Graves Hall
E-mail: rotter.1@osu.edu

Course description:

Neurobiology of Disease will explore the basis of major disease affecting the nervous system. Experts from throughout the university will provide state of the art overviews on the clinical, neuropathological, physiological and molecular features of diseases. Lecturers will also discuss key areas that hold promise for future research, including the development of rational therapies. Diseases to be discussed will include: neurodegenerative diseases, neurodevelopmental disorders, neurotrauma, brain tumors, epilepsy, and multiple sclerosis. There will be a paper discussion following the lectures for each subject. Furthermore, students will be required to write a research proposal and the proposals will be discussed on the final week of this course.

Grading:

The grade will be based on a research proposal, participation in paper discussion, quiz, and class attendance.

Research Proposal	30 points
Paper discussion	30 points
Quiz	30 points
Class attendance	10 points

<u>Grade</u>	<u>Total points</u>
A	90-100
B	80-89
C	70-79
D	60-69
E	<60

Office hours: by appointment

Schedule:

Week 1

- Jan 9** **1-2 pm** - Clinical and neuropathological features of Alzheimer's disease (AD) by Dr. Douglas Scharre
- Jan 11** **1-3 pm** - Molecular mechanisms and current therapeutic developments of AD by Dr. Jeff Kuret

Week 2

Jan 16 1-2 pm - Paper discussion (AD)

Jan 18 1-2 pm - Clinical and neuropathological features of Multiple Sclerosis (MS) by Dr. Jaime Imitola

2-3 pm - Molecular mechanisms and current therapeutic developments of MS by Dr. Amy Lovett-Racke

Week 3

Jan 23 1-2 pm - Paper discussion (MS)

Jan 25 1-2 pm - Molecular mechanisms and current therapeutic developments of PD

Week 4

Jan 30 1-2 pm - Clinical and neuropathological features of Amyotrophic Lateral Sclerosis (ALS) by Dr. Stephen Kolb

2-3 pm - Molecular mechanisms and current therapeutic developments of ALS by Dr. Stephen Kolb

Feb 1 1-2 pm - Clinical and neuropathological features of PD by Dr. Dr. Sandra Kostyk

2-3 pm - Paper discussion (PD)

Week 5

Feb 6 1-2 pm - Clinical and neuropathological features of Spinal Muscular Atrophy (SMA) by Dr. John Kissel

2-3 pm - Molecular mechanisms and current therapeutic developments of SMA by Dr. Arthur Burghes

Feb 8 1-2 pm - Paper discussion (ALS)

Week 6

Feb 13 1-2 pm - Paper discussion (SMA)

Feb 15 1-2 pm - Clinical and neuropathological features of Autism by Dr. Jacqueline Wynn

2-3 pm - Molecular mechanisms and current therapeutic developments of Autism by Dr. John Oberdick

Week 7

Feb 20 1-2 pm - Molecular mechanisms and current therapeutic developments of TBI by Dr. Jonathan Godbout

Feb 22 1-2 pm - Clinical and neuropathological features of Traumatic Brain Injury (TBI) by Dr. Daniel Eiferman

2-3 pm - Paper discussion (Autism)

Week 8

Feb 27 1-2 pm - Clinical and neuropathological features of Stroke by Dr. Diana Greene-Chandos

2-3 pm - Molecular mechanisms and current therapeutic developments of Stroke

March 1 1-2 pm - Paper discussion (TBI)

Week 9

March 6 1-2 pm - Paper discussion (Stroke)

March 8 1-2 pm - Clinical and neuropathological features of Spinal Cord Injury (SCI) by Dr. Sandra Kostyk

2-3 pm - Molecular mechanisms and current therapeutic developments of SCI by Dr. Dana McTigue

Week 10

Spring break, no classes

Week 11

March 20 **1-2 pm** - Clinical features and treatments of postpartum disorders by Dr. Tamar Gur
2-3 pm - Molecular mechanisms and current therapeutic developments of postpartum disorders by Dr. Tamar Gur

March 22 **1-2 pm** - Paper discussion (SCI)

Week 12

March 27 **1-2 pm** - Paper discussion (mood disorders)

March 29 **1-2 pm** - Clinical and neuropathological features of Brain Tumors by Dr. Brad Elder
2-3 pm - Molecular mechanisms and current therapeutic developments of Brain Tumors by Dr. Monica Venere

Week 13

April 3 **1-2 pm** - Paper discussion (Brain Tumors)

April 5 **1-2 pm** - Clinical features and treatment of chronic pain by Dr. Kiran Rajneesh
2-3 pm - Molecular mechanisms and current therapeutic developments of neuropathic pain

Week 14

April 10 **1-2 pm** - Paper discussion (Pain)

April 12 **1-3 pm** - Proposal discussion

Week 15

April 17 **1-3 pm** - Proposal discussion

April 19 **1-3 pm** - Proposal discussion

*****Research proposal due on March 29**

BHVGEN 5602 – Behavioral Genetics
SPRING 2018

Dr. Laurence Coutellier

Dept. of Psychology

Office: Room 53, Psychology Building

Phone: 614-688-2270

Email: coutellier.8@osu.edu

Pre-requisite: PSYCH 100/PSYCH3313; Highly recommended: 4500 (Molecular genetics)

Lecture Time/Room: Tu-Thurs 2:20-3:40pm; 140 W 19th room #207.

Office hours: Th 10:00-11:00

Course description and objectives: Behavioral genetics is the field of study that examines the role of genetics in animal (including human) behavior. Often associated with the "nature versus nurture" debate, behavioral genetics is highly interdisciplinary, involving contributions from biology, genetics, epigenetics, ethology, psychology, and statistics. The goal is to provide knowledge concerning the interrelationship of genetics and behavior, and its implications for health and human development and education. The objectives of this class are:

- To introduce students with basic Mendelian genetics and how genes regulate behaviors
- To introduce students with the concepts of epigenetics and gene-environment interactions
- To examine the methods used to understand both nonhuman and human behavior.
- To understand the genetic contribution to many psychopathologies and neurodevelopmental disorders

In addition, students will learn to read the primary scientific literature on Behavior Genetics and will develop the ability to critically read and review scientific articles.

The course will be intellectually demanding, and will require a substantial amount of reading and active in-class discussion. The course readings will require about 3 hours per week outside class. Apart from the textbook, they will include some recent journal papers and book chapters.

Textbook: The course textbook is "Behavioral Genetics" by Plomin, DeFries, McClearn and McGuffin 5th edition, Woth, 2008 (ISBN-10: 1429205776).

Websites: The course website can be found at www.carmen.osu.edu. This site is where all course materials and information are made available. The class will also use PubMed to find relevant scientific published articles (<http://www.ncbi.nlm.nih.gov/pubmed>).

Assistance: I am available to talk about the course, the course material, and strategies to improve your learning. I can answer questions by e-mail or phone, but I will gladly set up an appointment at a time that is mutually acceptable for more lengthy discussions.

Attendance: Consistent attendance is required and will count for **5% of the final grade**.

5 %points = 1 excused absence
4 %points = 2 excused or 1 unexcused absence
3 %points = 3 excused or 2 unexcused absences
1 %points = 4 excused or 3 unexcused absences
0 %points = 5 or more excused or 4 or more unexcused absences

Exams: There will be 3 exams in this course: 2 mid-terms with multiple choice questions (**20% of the total grade each**) and 1 final exam composed of multiple choice and short-answer questions (**35% of the total grade**). No make-up exams will be given, except in the case of documented illness or emergency. Prior approval must be received from instructor. In the event of a last-minute emergency, you must email or call the instructor on the same day as the exam, preferably before the exam begins. Acceptable excuses for missing an exam are a death in the family, personal illness or the illness of your child or spouse, and unforeseen accidents. This rule will be strictly followed. Please obtain documented proof of these events should they occur. If you are late for an exam, you will be allowed to take it but you will have to submit your answers by the closing time like everybody else.

Paper presentation and discussion: Students will present in groups of 3 to 4 a PowerPoint discussion on a behavioral genetics research article. Each presentation should last 30 min, with an additional 10 min set aside for class discussion. The articles have been selected by me. Groups formation and papers selection will take place on the first day of class. In class presentation will be worth **10% of the final grade** toward their final grade.

Each PDF article is posted to Carmen and every student is expected to read and be ready to discuss it prior to class. Students not presented will have to prepare discussion questions that will be turned in before each paper presentation. These discussion questions will be graded and a final score worth of **10% of the final grade** will be computed.

Grade Evaluation: The final grade is based on the percentage of total points. Attendance will be worth 5%, the 2 mid-terms exams will be worth 20% each, the final exam 35% and the in-class presentation and discussion 20%, for a total of 100%. Mid-term exams and the final will be curved according to the overall performance of the class. After the final exam **NO EXTRA CREDIT WILL BE GIVEN FOR ANY REASON.**

The following grading scheme will be used (OSU Standard Scheme):

Symbol	Score %
A	93 and above
A-	90-92.5
B+	87-89.5
B	83-86.5
B-	80-82.5
C+	77-79.5
C	73-76.5
C-	70-72.5
D+	67-69.5
D	60-66.5
E	59.5 and below

Academic Ethics: All students enrolled in OSU courses are bound by the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). The instructor and course assistants are committed to maintaining a fair assessment of student performance in this course. Suspected violations of the Code will be dealt with according to the procedures detailed in the Code. Specifically, any alleged cases of misconduct will be referred to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct.

For a good, concise description of academic misconduct and a list of frequently asked questions, see: <http://oaa.osu.edu/coamfaqs.html>.

Sexual misconduct/relationship violence: "Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu".

Accommodations for Students with Special Needs: The policy of The Ohio State University is to provide every reasonable, appropriate, and necessary accommodation to qualified disabled students. The University's colleges and academic centers evaluate and judge applications on an individual basis and no categories of disabled individuals are automatically barred from admission. The privacy rights of each disabled person are honored to the fullest extent possible. The University's interest in a student's disabilities are only for the purpose of accommodating his/her specific disability, thereby providing an academically qualified disabled student access to programs and activities accorded all other qualified students. Whenever generally accessible facilities do not adequately accommodate a specific disability, the University makes every reasonable accommodation and program or facility adjustment to assure individual access. These policies are fully supported and practiced in this class. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901, VRS 429-1334; <http://www.ods.ohio-state.edu/>.

Schedule: This schedule is preliminary and subject to change. Chapters may be added or dropped, which in turn will affect the material covered in each Exam.

Date		Title
1/9/2018	T	Intro + Genetic refresher (1)
1/11/2018	Th	Genetic refresher (2)
1/16/2018	T	Animal models in Behavioral Genetics
1/18/2018	Th	Student presentations
1/23/2018	T	Nature, nurture and human behaviors
1/25/2018	Th	Genes x environment interactions
1/30/2018	T	Epigenetics
2/1/2018	Th	Student presentations
2/6/2018	T	Review session
2/8/2018	Th	Midterm 1
2/13/2018	T	Genetics of cognitive abilities/disabilities
2/15/2018	Th	Student presentations
2/20/2018	T	Schizophrenia and Mood disorders (P1)
2/22/2018	Th	Schizophrenia and Mood disorders (P2)
2/27/2018	T	Student presentations
3/1/2018	Th	Genetic and environmental influences of brain development
3/6/2018	T	Genetic and environmental influences of brain development
3/8/2018	Th	Student presentations
3/13/2018	T	Spring Break
3/15/2018	Th	Spring Break
3/20/2018	T	Review session
3/22/2018	Th	Midterm 2
3/27/2018	T	Personality and personality disorders
3/29/2018	Th	Student presentations
4/3/2018	T	Substance use disorders
4/5/2018	Th	Student presentations
4/10/2018	T	The genetic of obesity and aging
4/12/2018	Th	Student presentations
4/17/2018	T	
4/19/2018	Th	Conclusive remarks / Review session
4/25/2018	2:00-3:45pm	Final exam