

Psych 648: Developmental Psychopathology
Spring 2012

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Class sessions: Tuesdays 1:30-4:00
Office hours: Thursdays 1:30-2:30, or by appt
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Course Objectives

The purpose of this course is to offer students an introduction to the domain of Developmental Psychopathology, the study of psychological problems in the context of human development. The emphasis will be on the developmental origins and developmental consequences of social, emotional, and behavioral disturbances in childhood and adolescence. The characteristics, course, and etiology of selected childhood disorders will be examined with an emphasis on early development, including relational, social, cognitive, biological, and societal influences.

Class Structure

Most classes will consist mainly of class discussions, with some lecture, and article presentations by students (20 minutes; see description under "Graded Activities"). Each class will have a 10 minute break.

Graded Activities

20% = Class Participation

This course is best viewed as a collaboration between all of us as thoughtful scientist-practitioners, with the goal of understanding psychological disorders of childhood and their etiologies, influences, and presentations. We are all partners in making sure we are successful in reaching these course goals and in making the class an interesting learning experience. While I will be doing some lecturing in this course, the majority of class time will be devoted to class discussion. Given the heavy emphasis on discussion, your active partnership is crucial!

We have a lot of important issues to discuss, and only 14 class sessions to squeeze it all in ... so every class is precious! You are expected to arrive in class having read all assigned articles. You should be prepared to share your reactions to the readings and articulate your questions about the readings. Please come to class prepared to contribute at least two issues or questions for discussion each week. If you find that you do not often speak up in class (or even if you do participate often in class), you are encouraged to email me by noon on Monday with your thoughts or questions about the readings, so that I know you are understanding the material and can be sure to address your questions.

10% = Article presentation; sign up by 2/7

At the beginning of the semester, you will be asked to choose an empirical article related to the course material on a specific day. Please have your article chosen by 2/7. On the selected day, you will present the article and your critique to the class. You should be prepared to present for about 10 minutes on the research questions, design and findings, incorporating your views on strengths and weaknesses. This will be followed by class discussion/questions led by you.

Literature Review Paper

10% = Proposal Due: 4/10

30% = Paper Due: last class on 5/1

Summarize and critique recent research articles on a relatively narrow topic in child or adolescent psychopathology, to produce a paper of 8-10 typed, double spaced pages in 12-point font with 1-inch margins (references can go beyond the page limit).

Proposal: Provide a maximum 1-page outline describing the topic, disorder, problem, or population you will address, and the key issues you will cover. Identify at least 3 references you intend to use in researching this issue. I will return the proposal to you, with feedback, by the following class on 4/17.

Paper: The purpose of this assignment is to review and critique recent literature concerning a relatively narrow topic related to child, adolescent, and/or developmental psychopathology. I expect that students' individual goals for this project will be fairly diverse. Also, students will target literatures that differ widely in terms of breadth.

The first and arguably most important step in this assignment is to build a Literature Review Paper Proposal. Developing this proposal will entail about half of the work for this assignment; you will need to engage in a relatively time-consuming process of selecting and initial topic, investigating the literature on that topic, narrowing and/or expanding your search based on the articles you have found, revising your topic, and finally building a Literature Review.

You should review BETWEEN FIVE AND EIGHT articles in depth in your paper. For those of you who would prefer to thoroughly review 5 substantial articles, that approach is acceptable. Others of you may choose to review 7 or 8 articles with less detail, in order to cover more ground in your analysis of the topic. Note that It is okay to refer to additional articles (beyond the 5-8 core articles) if needed, such as in the introductory paragraphs of your paper; however, I ask that you review only 5-8 articles in depth for this paper.

These are the most important aspects of the assignment:

- ❖ Continue practicing your research critique skills (hence, only one of your references should be a review article and only one should be a theoretical paper. The remainder should be empirical reports. If your topic area precludes this, please let me know.)
- ❖ Present a topic that is conceptually cohesive (hence, there should be a clearly stated and supported focus within your paper)
- ❖ Stay within the 10-page limit. Writing/conceptualizing concisely is part of the job in this assignment. It is harder to write concisely than it is to write more, but you will be endlessly called upon in the future to write less, more succinctly. You don't need to write down everything you've learning about the topic; just capture the most important points. An effective paper will demonstrate the writer's good judgment in terms of the scope of the topic and the level of detail in information that is presented.

This paper is intended to be a manageable undertaking, not an overwhelming, large project or an exhaustive review of the topic. If you find yourself feeling overwhelmed, take a step back and remind yourself that you do not need to include everything you learn about the topic, only the most important points.

If you start working on your paper and could use some help conceptualizing/focusing it, please feel free to email me or make an appointment to meet with me – I would be glad to chat with you about it.

15% Literature Review Presentation (last class)

Present a summary of the findings in your Literature Review Paper during class. Your presentation must last no longer than 10 minutes, including a brief question and answer period. It is your responsibility to structure an informative and concise presentation that will conform to this time limit, so please plan accordingly and watch your time! During this presentation, you should choose to review the most important lessons or key points from your literature review, You do not need to review everything you covered in your paper. Avoid falling into the trap of simply presenting your paper aloud, paragraph by paragraph; rather, draw out the most important or relevant points that you think will be most helpful to your classmates. Strong presentations will be those that make connections between your literature research and the topics, theories, and findings we've covered in class.

15% Disorders in popular press or media: Due 3/27

Find a depiction of a disorder we are studying in class (newspaper or magazine article, movie, short story, novel, etc). Describe how the diagnosis or pathological behavior and etiology is depicted and compare to what we have learned in class. Paper should be 2-3 typed, double spaced pages in 12-point font with 1-inch margins.

Required Texts: Sameroff, A., Lewis, M., & Miller S. (Eds.) (2000), Handbook of Developmental Psychopathology (2nd Edition). New York: Springer.

Other texts will be posted in a dropbox folder. I will provide details on accessing them in the first class.

Note: Bringing a laptop to class is acceptable as long as the open laptop does not interfere with your ability to engage in class discussions and is used only to reference required readings and to take notes.

READINGS AND TOPICS BY CLASS SESSION

Week 1: 1/24	Introductions and Theories & Perspectives on Developmental Psychopathology I Text: Toward a Development of Psychopathology: Models, Definitions, and Prediction; <i>M. Lewis. Sroufe, L.A. (1997).</i>
Week 2: 1/31	Theories & Perspectives on Developmental Psychopathology II Text: Dialectical Processes in Developmental Psychopathology; <i>A.J. Sameroff.</i> Text: Prevention Science; <i>J.D. Coie, et al.</i> Rutter, M, Sroufe, L.A. (2000)
Week 3: 2/7	Risk Factors I: Early Life Experiences and Family Context Sign up for article presentation Text: Relationships, Development, and Psychopathology; <i>L.A. Sroufe, et al.</i> Text: Family Context in Developmental Psychopathology; <i>B.H. Fiese, et al.</i> Fraiberg, S., Adelson. E., Shapiro, V. (1975). Lieberman, A., Padron, E., Van Horn, P., & Harris, W.W. (2005). Cicchetti (2007)
Week 4: 2/14	Risk Factors II: Social and Cultural Context Text: Schooling and Mental Health; <i>R.W. Roeser, J.S. Eccles.</i> Text: Minorities in the United States: Sociocultural Context for Mental Health and Developmental Psychopathology; <i>C.G. Coll, M. Garrido.</i> Text: Culture and Psychopathology; <i>S. Harkness, C.M. Super, just read 209-211</i> Xue, Y., Leventhal, T., Brooks-Gunn, J., & Earls, F. (2005). Lupien, S.J., King, S., Meaney, M.J. & McEwen (2001).
Week 5: 2/21	Risk Factors III: Biology Text: Developmental Behavioral Genetics; <i>T.G. O'Conner, R. Plomin.</i> Text: A Biobehavioral Perspective on Developmental Psychopathology: Excessive Aggression and Serotonergic Dysfunction in Monkeys; <i>S.J. Suomi.</i> Text: Temperament and Goodness of Fit: Implications for Developmental Psychopathology; <i>R. Seifer.</i> Belsky, J. & Pluess, M. (2009).
Week 6: 2/28	Assessment and Diagnostic Classifications Text: Assessment of Psychopathology; <i>T.M. Achenbach.</i> Text: Developmental Epidemiology: A Framework for Developmental Psychopathology; <i>E.J. Costello, A.C. Angold.</i> Carter, A.S., Briggs-Gowan, M.J., & Davis, N.O. (2004). Jensen & Hoagwood (1997) Weston et at. (2003) Widiger and Clark (2000)
Week 7: 3/6	Disorders in Early Childhood Text: Attachment Disorders of Infancy; <i>C.H. Zeanah, et al.</i> Text: Sleep and Sleep Disturbances: Regulatory Processes in Infancy; <i>B.L. Goodlin-Jones, et al.</i> Text: Developmental Psychopathology of Failure to Thrive; <i>D. Drotar, J. Robinson.</i> Case study: Crockett & Nelson (2002) Case study: Oleksiak (2002)
Week 8: 3/20	Disruptive Behavior Disorders DSM IV Text: Attention Deficit Hyperactivity Disorders: A Developmental View; <i>S.B. Campbell.</i> Text: Are Attention-Deficit/Hyperactivity Disorder and Oppositional Defiant Disorder Developmental Precursors to Conduct Disorder? <i>B.B. Lahey, et al.</i> Text:Conduct Disorder; <i>K.A. Dodge.</i> Frick, P.J., & Viding, E. (2009). Tackett, 2010

Week 9: 3/27	Autism Spectrum Disorders Papers on popular press and media is due If time, in-class film: Behavioral Treatment of Autistic Children with Ivar O. Lovaas. DSM-IV Text: A developmental approach to autism. Travis, L., & Sigman, M. Osterling, J., & Dawson, G. (1994). Warner, J. (Aug. 29, 2011). Autism's lone wolf: Simon Baron-Cohen wants to know, Are —autistic traits a predictable outcome of new marriage patterns? Time, 44-47.
Week 10: 4/3	Trauma, & Post-Traumatic Stress Disorder Text: An Ecological-Transactional Model of Child Maltreatment; <i>D. Cicchetti, et al.</i> Text: Traumatic Stress and Posttraumatic Stress Disorder (PTSD) Among Children and Adolescents; <i>L.M. Davidson, et al.</i>
Week 11: 4/10	Depressive Disorders Paper Proposal is due DSM Text: Development and Depression; <i>J. Garber.</i> Text: A Developmental Psychopathology Perspective on the Cognitive Components of Child and Adolescent Depression.; <i>N.J. Kaslow, et al.</i> Cicchetti & Toth (1998) Nolen-Hoeksema, S., & Girgus, J.S. (1994). Case example: Beardslee, 2002.
Week 12 4/17	Anxiety Disorders DSM Text: Anxiety; <i>M.W. Vasey, T.H. Ollendick.</i> Text: Mixed Anxiety/Depression in Childhood and Adolescence; <i>B.E. Compas, G. Oppedisano.</i> Text: Obsessions and Compulsions: The Developmental and Familial Context; <i>A.S. Carter, R.A. Pollock.</i> Brumariu & Kerns (2010) Zahn-Waxler, C., Klimes-Dougan, B., & Slattery, M.J. (2000)
Week 13: 4/24	Control Disorders Text: Alcoholism: A Lifespan Perspective on Etiology and Course; <i>R.A. Zucker, et al.</i> Text: Adolescent Drug Use Development: A Social Interactional and Contextual Perspective; <i>H. Hops, et al.</i> Text: The Development of Disordered Eating: Correlates and Predictors of Eating Problems in the Context of Adolescence; <i>A.R. Tyrka, et al.</i> Moffitt, T.E., Caspi, A., Harrington, H., & Milne, B.J. (2002)
Week 14: 5/1	Summary class and student presentations on papers

CLASS POLICIES

- 1) **Academic Integrity:** Academic dishonesty consists of cheating, fabricating, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work from another class, and failing to cite information properly. Academic dishonesty in any form will **NOT** be tolerated and any sign of dishonesty will be reported to the appropriate University officials. Students should refer to the University (<http://www.gmu.edu/departments/unilife/honorcode.html>) for more information.
- 2) **Special Needs:** If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC; 222 Student Union I) at 703-993-2474. All academic accommodations must be arranged through that office.
- 3) **Religious Observances:** Students will not be penalized in any way for participation in religious observances. It is the student's responsibility to contact me prior to the absence to arrange for make-up work or examination.
- 4) **Calendar Issues:**
 - a. Last day to Add course—January 31
 - b. Last day to Drop course—February 24