Course Overview and Goals:

This course is for graduate students and advanced undergraduates with an interest in emotional and behavioral problems of children and adolescents. The course takes the perspective of developmental psychopathology, an orientation that emphasizes the interaction between normal developmental tasks, phases, and stages, on the one hand, and the emergence of maladaptive behavior, on the other. Developmental psychopathology includes the study of the origins, nature, and course of psychological disorders over the life course. In this course our focus will be on the periods from infancy up to emerging adulthood. The goal of the course is to introduce the student to the developmental psychopathology perspective, to what is known about the major childhood and adolescent psychological disorders, and to key questions that currently face the field.

Course format and requirements:

The course is a seminar, which will allow us to have time to discuss the readings, and time for students to present material. I expect everyone to read all of the required readings in preparation for each class meeting. In addition, please review the diagnostic criteria for each disorder that we discuss, prior to the discussion.

We meet twice a week. The class will be divided into two groups, with each group (Monday or Wednesday) responsible for weekly reflection papers on either Monday or Wednesday. Your reflection paper should be a reaction to one of the required readings for that week.

Reflection Papers:

A reflection paper is basically a thoughtful reaction to points presented in the reading. It can address things that surprised you in the reading, things that were new to you, or things that gave you a different perspective. It can also be a comparative reaction: how did this author’s view differ from the views of other authors, either those we have read in this course or those you have read previously. Include at least one question that the reading leaves you with. Please bring these in on paper, use them to guide your comments in class, and then turn them in.

Reflection papers should be about 1 double-spaced page, and not more than 1.5 pages. They will create a dialogue between you and me that will run through the course and they will give you a basis for comments that you make as we discuss the readings. They may also help you to formulate research questions and/or to decide on a topic for the final course paper.

Mid-Term Exam:
The mid-term exam will be based on the readings, and will include some objective questions and short essays.

**Final Paper:**

The final paper should be a synthesis of research on a topic of your choice, which I will approve shortly after the middle of the semester. After approval of the topic, but before writing the paper, I ask that you submit a reference list so that I can review it and possibly provide some guidance. We can spend time in class on how to conduct a literature search using PsyInfo, if that seems helpful. You can submit the paper electronically via email.

Grades will be based on: regular class attendance and participation in discussions (20%); mid-term exam (25%); reflection papers (15%); final paper (40%).

Textbook: The book is a graduate level text edited by Beauchaine and Hinshaw (B&H), entitled *Child and Adolescent Psychopathology*. I selected it because it conveys, better than comparable texts, a contemporary and genuinely developmental approach to the field. The text will be supplemented by readings of original research studies or reviews, and in a few cases by interesting articles in the media.

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<thead>
<tr>
<th>Date</th>
<th>Topic and/or required reading</th>
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<tbody>
<tr>
<td>8/27</td>
<td><strong>Introduction to course content, structure, and requirements</strong></td>
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<tr>
<td>8/29</td>
<td><strong>Development and Developmental Psychopathology</strong></td>
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<td>Developmental psychopathology as a scientific discipline: Relevance to behavioral and emotional disorders of childhood and adolescence. <em>B &amp; H, chapter 1</em> [Hinshaw].</td>
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<td>9/3</td>
<td>A multiple levels of analysis perspective on research in development and psychopathology. <em>B &amp; H, chapter 2</em> [Cicchetti].</td>
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<td>9/5</td>
<td>Genetic and environmental influences on behavior. <em>B &amp; H, chapter 3</em> [Beauchaine, Hinshaw, &amp; Gatzke-Kopp].</td>
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<td>9/10 and 12</td>
<td><strong>Categorical and Dimensional Assessment</strong></td>
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9/17 and 19 **Epidemiology and Developmental Epidemiology**


9/24 **Risk and Resilience**

Child maltreatment: A neurodevelopmental perspective on the role of trauma and neglect in psychopathology. *B&H Chapter 4 [Perry]*


9/26 Impulsivity and vulnerability to psychopathology. *B & H Chapter 5 [Beauchaine & Neuhaus]*


10/1 Behavioral inhibition as a risk factor for psychopathology. *B&H Chapter 6 [Kagan]*.

10/3 Emotion dysregulation as a risk factor for psychopathology. *B & H Chapter 10* [Cole & Hall].


10/8 Review and ‘catch-up’

10/10 Mid-term exam during class time

10/17 **Gender and Developmental Psychopathology**


10/22 **Externalizing Behavior Disorders**

Attention Deficit/Hyperactivity Disorder. *B & H Chapter 11* [Nigg & Nikolas]


10/24 Oppositional Defiant Disorder, Conduct Disorder, and Juvenile Delinquency. *B & H Chapter 12* [Lahey]


10/29 Antisocial Personality Development. *B & H Chapter 13* [Hiatt & Dishion]

10/31

**Internalizing Behavior Disorders**

Anxiety Disorders. *B & H Chapter 15* [Weems & Silverman].


Depressive Disorders. *B & H Chapter 16* [Klein, Torpey, Bufferd, & Dyson].


Bipolar Disorder. *B & H Chapter 18* [Blader & Carlson]


11/19


Childhood Schizophrenia. *B & H Chapter 20* [Asarnow & Kernan]
