

PSYC UN 3620: Developmental Psychopathology
Columbia University
Fall 2018

SYLLABUS

Class time and location: Wed. 2:00 – 3:50

Instructor: Hannah Hoch, Ph.D., BCBA-D

Email: hhoch@barnard.edu

Office hours: TBD

* Please make an appointment to see me during office hours if you have questions, or just want to chat. I love to work with students and would be delighted to meet with you.

** Email is the most efficient contact method. *Please include your **full name** in all emails.*

Course Overview:

Developmental psychopathology posits that it is development itself that has gone awry when there is psychopathology. As such, it seeks to understand the early and multiple factors contributing to psychopathology emerging in childhood and later in life. We will use several models (e.g., ones dominated by biological, genetic, and psychological foci) to understand the roots of mental illness. This course will begin with an overview of the field and foundational concepts, and then move to various foci for understanding maladaptive development (e.g., the role of genes, social influences). It then will examine key domains that serve as risk factors (e.g. temperament) and current research in specific diagnostic areas (e.g., Attention Deficit Hyperactivity Disorder). The course will conclude with a critical examination of the tension between the influence of the psychiatric perspective and a newly emerging research paradigm.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- 1) Demonstrate knowledge of the key concepts, assumptions, and principles associated with the developmental psychopathology perspective
- 2) Employ a broad range of criteria for differentiating between normal and abnormal development in children and youth
- 3) Identify multiple factors and processes associated with the onset and course of a range of problems and disorders experienced by children and youth
- 4) Demonstrate knowledge of evidence-based intervention and prevention techniques in treatment of childhood psychological disorders;

Prerequisites:

PSYC 1001 (Introduction to Psychology); PSYC 2280 (Developmental Psychology); PSYC 2620 (Abnormal Behavior)

Required Textbook:

Wicks-Nelson, R., & Israel, A. C. (2015). *Abnormal Child and Adolescent Psychology (8th Ed.)*. Upper Saddle River, NJ: Pearson Education Inc.

Morgan, R.K. (1999). *Case studies in Child and Adolescent Psychopathology*. Upper Saddle River, NJ: Prentice Hall

* ***Additional readings are listed at the end of the syllabus and will be posted on Canvas.***

Please monitor Canvas for the most updated list of readings.

Reading Assignments:

All students are expected to read the assigned articles and book chapters prior to class. Assigned readings will be posted on the *Canvas Calendar/Syllabus*. Please use **that** as your guide for the assigned articles each week. Each student should come to class prepared to discuss the readings.

Discussion Questions:

Students are expected to read each set of readings prior to each class meeting. For each set of readings, you must post at least 1 question per topic to the Discussion Board on Canvas.

Questions for the week's readings are due no later than **Sun. at 5 pm** on the week of the class meeting. Questions posted after the deadline will result in point deductions. Keep in mind that the discussion leaders need your questions for their presentations, so out of respect for them I encourage you to be on time with your posts.

Your questions should reflect thoughtful analysis and consideration of the research and theories presented in the readings, and should not be overly vague (e.g., "How do you work with children who are exhibiting tantrum behavior?"), nor limited to details of the article (e.g., "Why didn't the authors try a different intervention with participant 2?"). A good discussion posting should be analytic, insightful, and critical. It should stimulate further discussion. You might reflect on a connection between the current reading and a previous one, or an experience you've had. You may also post a link to a relevant article, blog post, or video, along with a comment about its relevance.

Discussion Leadership:

One or two students will serve as discussion leaders each week. The leaders will be required to present a **brief** summary and critique of the assigned readings and case study in front of the class, and lead the discussion. The discussion should focus on how the disorder is expressed, as well as how it is portrayed in society. There should be examples of how information on the problem is portrayed via websites, news articles, television shows, movies or other media either in the U.S. or internationally. Discussion leaders should plan on showing a video clip or website, and discussing the accuracy of the information, who created the information (e.g., scientists, corporation, etc.), who the target audience is, and the impact this example may have on children, youth, and families.

Presenters are expected to meet with me one week prior to the presentation to review supplemental readings and organization of the discussion. Each presentation must be accompanied by an outline or PowerPoint of the class discussion, and should be turned in **by 5 pm Monday before the class presentation**. Presentations turned in late will result in point deductions.

Class Participation:

This class will be taught in a seminar format. Student participation is essential for creating an enriched learning environment. It is expected that students will actively participate in class discussions on a regular basis. You will be evaluated on the quality of your contributions, based on the following criteria:

- The student demonstrates knowledge and understanding of reading assignments
- The student provides new insight building on the reading assignments
- The student is an active listener, who addresses and integrates comments from classmates
- The student's comments are relevant and not tangential or ambiguous
- The student is courteous and respectful of classmates during class discussions

Written Assignment #1: "Early Diagnosis"

Provide a thoughtful 2-3-page response to the following question: *Should children under the age of two be diagnosed with a mental disorder if they meet diagnostic criteria?* This assignment is due Week 5, Oct. 3rd.

A few notes that may be helpful:

- I don't think there is any one correct answer for this. I just want you to wrestle with the question and provide support for your arguments. It's fine if you don't have a definite "yes" or "no" answer - just be sure to describe your reasoning.
- One thing that makes this type of question tough to answer is that we often have minimal data to guide our thinking. For this exercise it may help to think about what information would be most helpful, and you can discuss how your view would be informed by hypothetical data (i.e., "If we did the appropriate studies and discovered X, then it would argue for / against...").
- It might be helpful to look at some parent and professional blogs and see how their thoughts compare. This is not a requirement, but might help you think about how to answer the question.

Written Assignment #2: "Psychology in the News Project"

Choose a recent news article that discusses or mentions a scientific article or study related to child/adolescent psychopathology or prevention/treatment. Read the news article. Then, carefully read the original scientific article. The mainstream media article must be approved before you write the paper (you can email me your choice). Selections are due Week 8 (Oct. 24th). The New York Times Health section or Times Magazine may be helpful resource for the news article. You can also find something online, though it needs to be more than a brief blurb. The empirical papers can be accessed through the University library electronic system or interlibrary loan (ILL). Write a 2-5 page reflection paper comparing the 2 articles. The reflection should briefly summarize the main points from the news article and from the scientific article; discuss whether you think the news article accurately captures the original scientific article or not (support your opinion); and reflect on what you read. Be creative!

Research Paper

To further the application of your knowledge and understanding of developmental psychopathology, you will be asked to select a disorder and summarize recent research examining a treatment modality/strategy. The paper should present information describing the disorder and emerging treatment research. Papers must be written in accordance with APA 6 style guidelines and should be no longer than 8-10 pages in length.. Specific writing guidelines will be handed out and posted on CW. Step 1 is to select a topic of interest and write a brief abstract/summary. This topic proposal is due week 7, Oct. 17th. Step 2 is to create an outline for the paper. This is due Week 10, Nov. 7th. The final paper is due the last class, Dec. 5th.

Attendance:

Students are expected to attend class and arrive on time. One **unexcused** absence is allowed during the semester. Please email me **before** the missed class. Additional unexcused absences will be penalized by a reduction of a full letter grade in your final course grade. *If you know you will miss at least 2 classes, you should not take this course.*

Digital Technology:

Use of digital technology for non-class related purposes is at best distracting and at worst impolite and disrespectful, both to your classmates and the professor. To that end, students are expected to refrain from using phones *in any capacity* during class. Please turn phones to silent or vibrate during class. If you need to use your phone for any reason, please just leave the classroom. As this is a seminar with no note-taking requirement, I would prefer that students not use laptops or tablets. If you have a specific need to use a laptop/tablet please see me.

General Guidelines for Writing Assignments:

Writing assignments are due in class on the assigned dates. Point deductions for late papers will be calculated as follows: -5 for papers turned in 1-2 days late; -10 for papers turned in 3-6 days late; Papers turned in more than one week past the due date will not be graded (your score will be reduced to 0). To maximize points for written assignments:

- Turn the paper in on time.
- Write in a clear, organized manner. Avoid grammatical and spelling errors.
- Include introductory and concluding paragraphs.
- Include all required elements in the paper.
- Keep to the standard page and formatting requirements (i.e., double spaced, 12 font, regular page margins).
- Follow APA style (use *Publication Manual of the APA: Sixth Edition* as your guide).
- Turn in a **hard copy** of your paper in class and post a copy **online** under the **Assignments** section of Canvas.

Course grade:

In general, a grade of “C” indicates adequate mastery of the material and merely competent written and oral presentation; a “B” shows additional effort, with full understanding of the research and concepts, clear and well-produced written work and regular class participation; and an “A” is reserved for those students producing superior work, which includes a full comprehension of materials accompanied by thoughtful, well-written papers that go beyond the assignment and exceptional class participation

Final grades will be computed as follows:

- 10% Participation (In-class)
- 10% Discussion board questions
- 20% Discussion leadership & presentation
- 15% Early Diagnosis Assignment
- 15% Psychology in the News Assignment
- 30% Research paper
- 30% Final Paper

The following grading scale is used: A+: 98-100; A: 94-97.9; A-: 90-93.9; B+: 86-89.9; B: 82-85.9; B-: 79-81.9; C+: 76-78.9; C: 72-75.9; C-: 66-71.9; D: 60-65.9; F: 59.9 and below. Once your final grade has been assigned there will be no changes made except in the case of clerical error. Incompletes will not be given to students who are not passing the course (except in extenuating circumstances, with the approval of your advisor and class dean).

Honor Code:

The instructor values The Columbia University Honor Code for the integrity it fosters. All assignments in this class are to be completed in accordance with the Columbia College Honor Code, as specified in the [Columbia University Guide to Academic Integrity](#). Barnard College students commit themselves to the Honor Code upon registering for a Columbia course.

Please note: Students who may require accommodations for a specific disability must notify the Office of Disability Services and should please speak to me by the close of the second class meeting.

CLASS SCHEDULE:

DATE	TOPIC	TEXTBOOK READING
Week 1: 9/05	Class Introduction	N/A
Week 2: 9/12	Introduction to Developmental Psychopathology	Chap. 1
Week 3: 9/19	Clinical Assessment & Diagnosis	Chap. 5
Week 4: 9/26	Risk Factors & Prevention	Chap. 3
Week 5: 10/03	Anxiety Disorders <i>*Early Diagnosis Assignment Due</i>	Chap. 6
Week 6: 10/10	Mood Disorders	Chap. 7
Week 7: 10/17	ADHD <i>*Final Paper Topic Proposal Due</i>	Chap. 9
Week 8: 10/24	Conduct Disorders <i>*Psychology in the News Article Selection Due</i>	Chap. 8
Week 9: 10/31	ASD <i>*Psychology in the News Assignment Due</i>	Chap. 12
Week 10: 11/07	Learning Disorders <i>*Final Paper Outline Due</i>	Chap. 10
Week 11: 11/14	Intellectual Disabilities	Chap. 11
Week 12: 11/21	Health-Related Disorders	Chap. 14
Week 13: 11/28	NO CLASS - THANKSGIVING	N/A
Week 14: 12/5	Wrap Up	N/A

Additional Readings

Week 1: Course Introduction

N/A – no readings

Week 2: Introduction to Developmental Psychopathology: History & Theories

Required Readings:

Kazdin, A. E., & Rabbitt, S. M. (2013). [Novel models for delivering mental health services and reducing the burdens of mental illness](#). *Clinical Psychological Science, 1*(2), 170-191. doi: 10.1177/2167702612463566

Micali, N. (2017). [The effect of early developmental problems in infancy: perspectives and clinical implications](#). *European Child & Adolescent Psychiatry, 26*, 1281–1282.

Swords, L., Heary, C., & Hennessy, E. (2011). [Factors associated with acceptance of peers with mental health problems in childhood and adolescence](#). *Journal of Child Psychology and Psychiatry, 52*(9), 933-941. doi:10.1111/j.1469- 7610.2010.02351.x

Week 3: Clinical Assessment & Diagnosis

Required Readings:

Alakortes, J., Kovaniemi, S., Carter, A. S., Bloigu, R., Moilanen, I. K., & Ebeling, H. E. (2017). [Do child healthcare professionals and parents recognize social-emotional and behavioral problems in 1-year-old infants?](#) *European Child & Adolescent Psychiatry, 26*, 481-495.

Martel, M. M., Markon, K., & Smith, G. T. (2017). [Research Review: Multi-informant integration in child and adolescent psychopathology diagnosis](#). *Journal of Child Psychology and Psychiatry, 58*(2), 116-128.

Supplemental Readings:

Almekaini, L. A., Narchi, H., Zoubeidi, T., Al Jabri, O., & Souid, A. K. (2017). [Screening for problem behaviors in Emirati preschool children](#). *Journal of Psychology and Cognition, 2*. 21-25.

Week 4: Risk Factors & Prevention

Required Readings:

Masten, A. S. (2001). [Ordinary magic: Resilience processes in development](#). *American Psychologist, 56*, 227-238.

Gould, F., Clarke, J., Heim, C., Harvey, P. D., Majer, M., & Nemeroff, C. B. (2012). [The effects of child abuse and neglect on cognitive functioning in adulthood](#). *Journal of Psychiatric Research, 46*(4), 500-506. doi:10.1016/j.jpsychires.2012.01.005

Smedler, A. C., Hjern, A., Wiklund, S., Anttila, S., & Pettersson, A. (2015, April). [Programs for prevention of externalizing problems in children: limited evidence for effect beyond 6](#)

[months post intervention](#). In *Child & Youth Care Forum* (Vol. 44, No. 2, pp. 251-276). Springer US.

Supplemental Readings:

Yoshikawa, H., Aber, J., & Beardslee, W. R. (2012). [The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention](#). *American Psychologist*, *67*(4), 272-284.

Week 5: Anxiety Disorders

Required Readings:

Broeren, S., Muris, P., Diamantopoulou, S., & Baker, J.R. (2013). [The course of childhood anxiety symptoms: Developmental trajectories and child-related factors in normal children](#). *Journal of Abnormal Child Psychology*, *41*, 81–95.

Keeton, C. P., Ginsburg, G. S., Drake, K. L., Sakolsky, D., Kendall, P. C., Birmaher, B., & Walkup, J. T. (2013). [Benefits of child-focused anxiety treatments for parents and family functioning](#). *Depression and Anxiety*, *30*(9), 865-872

Towe-Goodman, N. R., Franz, L., Copeland, W., Angold, A., & Egger, H. (2014). [Perceived family impact of preschool anxiety disorders](#). *Journal of the American Academy of Child & Adolescent Psychiatry*, *53*(4), 437-446.

Week 6: Mood Disorders

Required Readings:

Baroni, A., Lunsford, J.R., Luckenbaugh, D.A., Towbin, K.E., & Leibenluft, E. (2009). [Practitioner Review: The assessment of bipolar disorder in children and adolescents](#). *Journal of Child Psychology and Psychiatry*, *50*, 203-215.

Brent, D. A., Brunwasser, S. M., Hollon, S. D., Weersing, V. R., Clarke, G. N., Dickerson, J. F., & Iyengar, S. (2015). [Effect of a cognitive-behavioral prevention program on depression 6 years after implementation among at-risk adolescents: A randomized clinical trial](#). *JAMA Psychiatry*, *72*(11), 1110-1118.

Gudmundsen, G. R., Rhew, I. C., McCauley, E., Kim, J., & Vander Stoep, A. (2018). [Emergence of depressive symptoms from kindergarten to sixth grade](#). *Journal of Clinical Child & Adolescent Psychology*, 1-15.

Morgan, A. J., Rapee, R. M., & Bayer, J. K. (2016). [Prevention and early intervention of anxiety problems in young children: a pilot evaluation of Cool Little Kids Online](#). *Internet Interventions*, *4*, 105-112.

Supplemental Readings:

Whalen, D. J., Sylvester, C. M., & Luby, J. L. (2017). [Depression and Anxiety in Preschoolers: A Review of the Past 7 Years](#). *Child and Adolescent Psychiatric Clinics*, *26*(3), 503-522.

Week 7: ADHD*Required Readings:*

Cavanagh, M., Quinn, D., Duncan, D., Graham, T., & Balbuena, L. (2017). [Oppositional defiant disorder is better conceptualized as a disorder of emotional regulation](#). *Journal of Attention Disorders*, 21(5), 381-389.

Halperin, J. M., Berwid, O. G., & O'Neill, S. (2014). [Healthy body, healthy mind? The effectiveness of physical activity to treat ADHD in children](#). *Child and Adolescent Psychiatric Clinics of North America*, 23(4), 899-936.

Supplemental Readings:

Halperin, J. M., & Healey, D. M. (2011). [The influences of environmental enrichment, cognitive enhancement, & physical exercise on brain development: Can we alter the developmental trajectory of ADHD?](#) *Neuroscience & Biobehavioral Reviews*, 35, 621-634.

Week 8: ODD & Conduct Disorder*Required Readings:*

Mager, W., Milich, R., Harris, M. J., & Howard, A. (2005). [Intervention groups for adolescents with conduct problems: Is aggregation harmful or helpful?](#) *Journal of Abnormal Child Psychology*, 33, 349-362

Sousa, C., Herrenkohl, T. I., Moylan, C. A., Tajima, E. A., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2011). [Longitudinal study on the effects of child abuse and children's exposure to domestic violence, parent-child attachments, and antisocial behavior in adolescence](#). *Journal of Interpersonal Violence*, 26(1), 111-136.

Week 9: Autism Spectrum Disorders*Required Readings:*

Dominus, S. (April 20, 2011). [The crash and burn of an autism guru](#). *New York Times Magazine*.

Bannerman, D. J., Sheldon, J. B., Sherman, J. A., & Harchik, A. E. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *JABA*, 23, 79-89.

Week 10: Learning Disorders*Required Readings:*

Fletcher, J. M., & Miciak, J. (2017). [Comprehensive cognitive assessments are not necessary for the identification and treatment of learning disabilities](#). *Archives of Clinical Neuropsychology*, 32(1), 2-7.

Esmaili, S. K., Shafaroodi, N., Mehraban, A. H., Parand, A., Zarei, M., & Akbari-Zardkhaneh, S. (2017). [Effect of play-based therapy on meta-cognitive and behavioral aspects of executive function: A randomized, controlled, clinical trial on the Students With Learning Disabilities](#). *Basic and Clinical Neuroscience*, 8(3), 203.

Siegel, L. S. (2018). Learning disabilities: The roads we have traveled and the path to the future. In *Perspectives on Learning Disabilities* (pp. 159-175). Routledge.

Week 11: Intellectual Disabilities

Required Readings:

Dykens, E. M., & Cohen, D. J. (1996). [Effects of Special Olympics International on social competence in persons with mental retardation](#). *Journal of the American Academy of Child & Adolescent Psychiatry*, 35(2), 223-229.

Mithyantha, R., Kneen, R., McCann, E., & Gladstone, M. (2017). [Current evidence-based recommendations on investigating children with global developmental delay](#). *Archives of Disease in Childhood*, 102, 1071-1076.

Supplemental Readings:

Cornelius, M. D., De Genna, N. M., Leech, S. L., Willford, J. A., Goldschmidt, L., & Day, N. L. (2011). [Effects of prenatal cigarette smoke exposure on neurobehavioral outcomes in 10-year-old children of adolescent mothers](#). *Neurotoxicology and Teratology*, 33(1), 137-144.

Week 12: Health-Related Disorders

Required Readings:

Palmer, E. N., Pratt, K. J., & Goodway, J. (2017). [A review of play therapy interventions for chronic illness: Applications to childhood obesity prevention and treatment](#). *International Journal of Play Therapy*, 26(3), 125.

Sharpe, D., & Rossiter, L. (2002). [Siblings of children with a chronic illness: A meta-analysis](#). *Journal of Pediatric Psychology*, 27(8), 699-710.

Thernstrom, M. (2016). [When do you give up on treating a child with cancer?](#) NY Times Magazine, 5/15/2016.

Supplemental Readings:

Compas, B. E., Jaser, S. S., Dunn, M. J., & Rodriguez, E. M. (2012). [Coping with chronic illness in childhood and adolescence](#). *Annual Review of Clinical Psychology*, 8, 455-480.