
Psychology 385: Childhood Psychopathology Fall 2016

Tuesdays & Thursdays
10:00–11:40 (10J) or 11:50–1:30 (11J)
Science Center 415

Instructor

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Office Hours

Monday 10:45-12:00
Thursday 1:45-3:00
Also by appointment

Course Overview

This course is an introduction to developmental psychopathology, the study of psychological problems in the context of human development. Using a broad, integrative framework, the course examines childhood psychological problems from a variety of perspectives (genetic, biological, socioemotional, family, and cultural). Syndromes that often first appear in childhood and adolescence are discussed, including autism, attention deficit/hyperactivity disorder, conduct disorder and youth violence, depression and suicide, anxiety disorders, and eating disorders. The course also examines resilience, environments that place children at risk for poor outcomes, and prevention. In our study of various disorders, we will focus on trajectories of typical development as a comparison, and we will consider intervention and prevention efforts aimed at limiting the impairment associated with each disorder. Throughout our study of developmental psychopathology, we will rely on current research and empirical findings to inform our understanding of various disorders and syndromes.

Required Texts

- Mash, E. J., & Wolfe, D. A. (2016). *Abnormal child psychology* (6th edition). Boston, MA: Cengage Learning.
- Moore, W. (2010). *The other Wes Moore: One name, two fates*. New York: Spiegel & Grau.
- Articles and additional readings available on moodle (see below).

Class Attendance

Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. Therefore, attendance is mandatory. If you need to miss class because of an illness or emergency, you are responsible for obtaining class notes, handouts, announcements, etc. Please

note that it is impossible to receive credit for class participation if you are absent, and your participation grade will be adversely affected by more than two absences. As soon as possible, please inform me of any religious holidays or approved Oxford athletic or other commitments that might require you to miss class so that alternative arrangements for completing work can be made at the earliest opportunity.

Honor Code

All work submitted for evaluation in this course assumes adherence to the honor code of Oxford College. Unless instructed otherwise, all of your work in this course should represent completely independent effort. No part of your tests or papers completed for this course may be shared with other students in this class or with students in future classes. In addition, you may not refer to tests, papers, or assignments from previous classes. The Oxford College Honor Code can be found here: <http://oxford.emory.edu/academics/student-services/student-honor-code/>

Evaluation

Evaluation of your performance in this course will be based on various tests, papers, and other assignments. Each component is described in greater detail below.

Letter grades will be assigned based on the following scale:

A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77
C = 76-73 C- = 72-70 D+ = 69-67 D = 66-63 D- = 62-60 F = 59-0

Assignment	Percentage of Grade	Date Due
Test 1	20%	Friday, September 27
Test 2	20%	Wednesday, October 27
Test 3	20%	December 8 (11J) or December 14 (10J)
Intervention project	30%	December 6 and various due dates
Class participation and leading discussion	10%	every day

Assignments will be penalized one full letter grade (e.g., A- to B-, C to D) for each part or whole day the assignment is late. No extension or make-up option is available for class discussion.

Access, Disability Services and Resources (ADSR) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, students must contact ADSR and complete the registration process. Faculty may not provide disability accommodations until an accommodation letter has been processed; accommodations are not retroactive. Students registered with ADSR who receive a letter outlining specific academic accommodations are strongly encouraged to coordinate a meeting time with their professor to discuss a protocol to implement the accommodations as needed throughout the

semester. This meeting should occur as early in the semester as possible. Contact ADSR for more information at 770-784-4690 or adsroxford@emory.edu. Additional information is available at the ADSR website at <http://equityandinclusion.emory.edu/access/students/index.html>.

Tests

There will be three tests in this course. The first two tests will be taken in class on **September 27** and **October 27**. The third test will be taken during the scheduled final exam time for our class on **December 8 (11J) or 14 (10J)**. Tests will consist of multiple choice (and/or other short answer) questions and essay questions. Questions will be drawn both from your readings and from material covered in class and will emphasize the synthesis and application of your knowledge about course material. Only under extraordinary circumstances will a make-up exam be administered. It is your responsibility to make all arrangements for the make-up exam before the start of the regularly scheduled exam.

Intervention Project

Throughout the semester, you will work to develop one session for a skills-based intervention program designed to prevent/treat one of the disorders we discuss in class. You will need to plan your session carefully based on a theoretical/conceptual model that explains the issue you are addressing. You will present your session in two ways. First, you will write a paper on the theoretical model for your program. Second, you will write the lesson plan for your particular two-hour session. There will be various components of this project due throughout the semester, and further details about choosing your topic and working on your intervention will be provided early in the semester.

Participation

Participation in Class Discussion

The format of this class requires that the assigned readings be completed before the date they will be covered in class. I expect you to be thoroughly engaged with the material, your colleagues, and me for the full class session. Your contribution to the class discussion is viewed as an essential component of your own learning process in this course as well as that of your classmates. *Everyone* is expected to participate in discussion at *every* class meeting. If you are hesitant about speaking up in class, talk to me about it without delay, and I will help you get started. Remember that the *quality* of your contributions is more important than the *quantity*. Your contributions to each class meeting will be scored as follows:

- ++ outstanding contributions (comments, questions, and responses to others show careful critical analysis of material)
- + good contributions (comments, questions, and responses move the discussion forward)
- neutral contributions (comments, etc. do not move the discussion forward) or minimal contributions

- — listening attentively but no contributions to discussion
0 not engaged or absent

Facilitating Class Discussion

On specific days throughout the semester, class will be led by a team of discussion leaders. The task of the leaders is to facilitate discussion of the readings assigned for that day. Once during the semester, you will work with several partners to serve in this role. When you are a discussion leader, the class session is yours to organize and plan, so be creative! Remember that your goal is to facilitate discussion with your classmates and not to complete a class presentation. Your grade for this component of the course will be based on the following: overall clarity, contribution to colleagues' understanding of the material, grasp of material and ability to answer questions, facilitation of discussion, teamwork, completeness, placing the material in the context of other course readings, effective style of speaking, and creativity. *You and your partners are strongly encouraged to meet with me to talk about your plans for facilitating discussion before your scheduled discussion day.*

Additional Resources

There are numerous resources available to you on campus. Below I've listed a few that might be helpful to you. If you do not see a relevant resource below, please see me, and I will do my best to help connect you to the right person/place.

Advising Support Center (ASC)

The Advising Support Center is a great first stop for students who have general academic questions or concerns. The ASC can help you access all of the appropriate resources on campus. Stop by the first floor of Seney Hall or email oxadvising@emory.edu for more information. "Just ASC!"

The Writing Center

The Writing Center is committed to helping all Oxford students succeed as clear, effective communicators. Peer writing consultants can help you refine your writing by reviewing a paper's focus, development, organization, clarity, grammar, source integration, or other aspects. For more information, visit <http://oxford.emory.edu/academics/centers-institutes-programs/writing-center/> or schedule an appointment online at <https://oxford.mywconline.com>.

Counseling Center

Many students visit the Counseling Center at some point during their Oxford careers. Counselors are available to talk with you about any difficulties that might be limiting your intellectual, emotional, or social development. Their services are confidential and highly professional. See <http://oxford.emory.edu/life-at-oxford/counseling-and-career-services/> for more information. You can schedule an appointment by calling 770-784-8394.

Access, Disability Services and Resources

This office is helpful to students with particular learning needs who may need accommodations based on the impact of a disability. For more information, contact ADSR at 770-784-4690 or adsroxford@emory.edu or see <http://equityandinclusion.emory.edu/access/students/index.html>.

Career Services

It's never too early to start thinking about and preparing for your time after Emory! The Career Services Center is available to help you explore opportunities during your time at Oxford (e.g., internships) as well as to help you think about the future. See <http://www.oxford.emory.edu/life-at-oxford/counseling-and-career-services/career-services/>.

Let's Meet for Coffee

I am eager to get to know you and have a chance to learn more about your interests, your goals, and who you are outside of our regularly scheduled class meetings. To that end, I invite you to join me for coffee (or my personal favorite...chai teal) at Lil's or somewhere else on campus some time this semester. This is not a requirement, but I hope you will take me up on the offer—just let me know a time we could meet.

Readings

Developmental psychopathology, Intervention and prevention science

- Mrazek, P. J., & Haggerty, R. J. (1994). New directions in definitions. In P. J. Mrazek & R. J. Haggerty (Eds.), *Reducing risks for mental disorders: Frontiers for preventive intervention research* (pp. 19-29). Washington, DC: National Academy Press.

Attention Deficit Hyperactivity Disorder (ADHD)

- Schwarz, A. (2013, December 14). The selling of Attention Deficit Disorder. *New York Times*.
- Schwarz, A. (2014, February 18). Doctors train to spot signs of A.D.H.D. in children. *New York Times*.
- Hoza, B., McQuade, J. D., Murray-Close, D., Shoulberg, E., Molina, B. S. G., Arnold, L. E., Swanson, J., & Hechtman, L. (2013). Does childhood positive self-perceptual bias mediate adolescent risky behavior in youth from the MTA study? *Journal of Consulting and Clinical Psychology, 81*, 846-858.
- Hoover, D. W., & Milich, R. (1994). Effects of sugar ingestion expectancies on mother-child interactions. *Journal of Abnormal Child Psychology, 22*, 501-515.
- MTA Cooperative Group. (1999). A 14-month randomized clinical trial of treatment strategies for Attention-Deficit/Hyperactivity Disorder. *Archives of General Psychiatry, 56*, 1073-1086.
- Schwarz, A. (2013, December 29). A.D.H.D. experts re-evaluate study's zeal for drugs. *New York Times*.
- Hoza, B., Smith, A. L., Shoulberg, E. K., Linnea, K. S., Dorsch, T. E., Blazo, J. A., Alerding, C. M., & McCabe, G. P. (2015). A randomized trial examining the effects of aerobic physical activity on Attention-Deficit/Hyperactivity Disorder symptoms in young children. *Journal of Abnormal Child Psychology, 43*, 655-667.

Conduct Problems

- Moffitt, T. E., Caspi, A., Harrington, H., & Milne, B. J. (2002). Males on the life-course-persistent and adolescence-limited antisocial pathways: Follow-up at age 26 years. *Development and Psychopathology*, 14, 179-207.
- Conduct Problems Prevention Research Group. (1992). A developmental and clinical model for the prevention of conduct disorder: The FAST Track Program. *Development and Psychopathology*, 4, 509-527.
- Dodge, K. A., Bierman, K. L., Coie, J. D., Greenberg, M. T., Lochman, J. E., McMahon, R. J., Pinderhughes, E. E. for the Conduct Problems Prevention Research Group. (2015). Impact of early intervention on psychopathology, crime, and well-being at age 25. *American Journal of Psychiatry*, 172, 59-70.
- Brent, D. A., Loeber, R. (2015). The prevention of detention. *American Journal of Psychiatry*, 172, 6-8.

Anxiety Disorders

- Henig, R. M. (2009, October 4). Understanding the anxious mind. *New York Times Magazine*.
- Muris, P. (2006). The pathogenesis of childhood anxiety disorders: Considerations from a developmental psychopathology perspective. *International Journal of Behavioural Development*, 30, 5-11.
- Affrunti, N. W., & Woodruff-Borden, J. (2015). Parental perfectionism and overcontrol: Examining mechanisms in the development of child anxiety. *Journal of Abnormal Child Psychology*, 43, 517-529.
- Hourigan, S. E., Settapani, C. A., Southam-Gerow, M. A., & Kendall, P. C. (2012). Coping Cat: A cognitive-behavioral treatment for childhood anxiety disorders. In A. Rubin (ed.), *Programs and interventions for maltreated children and families at risk* (pp. 91-104). Hoboken, NJ: John Wiley & Sons.
- Saint Louis, C. (2015, August 17). Coaxing children with selective mutism to find their voices. *New York Times*.

Substance Use Disorders

- Miller, A. (2013, October). New insights on college drinking. *Monitor on Psychology*, 44, 46-51.

Mood Disorders

- Paul, P. (2010, August 25). Can preschoolers be depressed? *New York Times Magazine*.
- Rudolph, K. D. (2009). The interpersonal context of adolescent depression. In S. Nolen-Hoeksema & L. M. Hilt (Eds.), *Handbook of depression in adolescents* (pp. 377-418). New York:

Routledge/Taylor & Francis Group.

- Young, J. F., & Mufson, L. (2008). Interpersonal psychotherapy for treatment and prevention of adolescent depression. In J. R. A. Abela & B. L. Hankin (Eds.), *Handbook of depression in children and adolescents* (pp. 288-306). New York: Guilford Press.
- Birmaher, B. et al. (2014). Longitudinal trajectories and associated baseline predictors in youths with bipolar spectrum disorders. *American Journal of Psychiatry*, 171, 990-999.
- Carlson, G. A. (2014). Symptom outcome in early-onset bipolar disorder: Could be better, could be worse. *American Journal of Psychiatry*, 171, 910-912.
- Roy, A. K., Lopes, V., & Klein, R. G. (2014). Disruptive Mood Dysregulation Disorder: A new diagnostic approach to chronic irritability in youth. *American Journal of Psychiatry*, 171, 918-924.
- Egan, J. (2008, September 14). The bipolar puzzle. *New York Times Magazine*.
- Wang, S. S. (2012, October 18). The long battle to rethink mental illness in children. *The Wall Street Journal*.

Autism Spectrum Disorders

- Olsson, K. (2007, February 18). Her autistic brothers. *New York Times Magazine*.
- Newman, J. (2014, October 17). To Siri, with love: How one boy with autism became BFF with Apple's Siri. *New York Times*.
- Jones, W., & Klin, A. (2009). Heterogeneity and homogeneity across the autism spectrum: The role of development. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48, 471-473.
- Temple Grandin TED Talk (watch online at the link below)
http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html
- Tager-Flusberg, H. (2007). Evaluating the theory-of-mind hypothesis of autism. *Current Directions in Psychological Science*, 16, 311-315.
- Volkmar, F. et al. (2014). Practical parameter for the assessment and treatment of children and adolescents with Autism Spectrum Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53, 237-257.
- Greene, M. F. (2008, October 19). Reaching an autistic teenager. *New York Times Magazine*.
- Fuentes, J. (2014). Autism Spectrum Disorders: Ten tips to support me. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53, 1145-1146.
- Suskind, R. (2014, March 7). Reaching my autistic son through Disney. *New York Times Magazine*.

Eating Disorders

- Striegel-Moore, R. H., & Bulik, C. M. (2007). Risk factors for eating disorders. *American Psychologist*, 62, 181-198.
- Lock, J., LeGrange, D. Agras, W. S., Moye, A., Bryson, S. W., & Jo, B. (2010). Randomized clinical trial comparing family-based treatment with adolescent-focused individual therapy for adolescents with Anorexia Nervosa. *Archives of General Psychiatry*, 67, 1025-1032.
- Eddy, K. T., & Gray, E. K. (2014). Is seeking a panacea for Anorexia Nervosa a fool's errand? Long-term outcomes of family-based treatment. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53, 1150-1152.

DAY	DATE	TOPIC	READING / ASSIGNMENT	FACILITATORS
R	8/25	Introduction to course	—	Dr. B
T	8/30	Developmental psychopathology	M&W ch. 1	Dr. B
R	9/1	Developmental psychopathology	M&W ch. 2	Dr. B
T	9/6	Intervention and prevention science	M&W ch. 3; Mrazek & Haggerty (1994)	Dr. B
R	9/8	Assessment	M&W ch. 4	Dr. B
T	9/13	ADHD: Introduction	M&W ch. 8; Schwarz (2013a); Schwarz (2014)	Dr. B
R	9/15	ADHD: Associated features	Hoza et al. (2013); Hoover & Milich (1994)	Dr. B
T	9/20	ADHD: Treatment	MTA Cooperative Group (1999); Schwarz (2013b); Hoza et al. (2015)	Dr. B
R	9/22	Catch up and review	—	Dr. B
T	9/27	Test 1	—	—
R	9/29	Conduct problems: Introduction	M&W ch. 9	Dr. B
T	10/4	Conduct problems: Developmental models	Moffitt et al. (2002); CPPRG (1992)	OPEN
R	10/6	Conduct problems: Intervention and prevention	Dodge et al. (2015); Brent & Loeber (2015)	Dr. B
T	10/11	FALL BREAK		
R	10/13	Anxiety disorders: Introduction	M&W ch. 11; Henig (2009)	Dr. B
T	10/18	Anxiety disorders: Development	Muris (2006); Affrunti & Woodruff-Borden (2015)	OPEN
R	10/20	Anxiety disorders: Treatment	Hourigan et al. (2012); Saint Louis (2015)	OPEN
T	10/25	Substance use disorders	M&W ch. 13 (pp. 467-473); Miller (2013)	Dr. B
R	10/27	Test 2	—	—
T	11/1	Mood disorders: Depression	M&W ch. 10; Paul (2010)	Dr. B
R	11/3	Mood disorders: Theory and treatment	Rudolph (2009); Young & Mufson (2008)	OPEN
T	11/8	Mood disorders: Bipolar disorder	Birmaher et al. (2014); Carlson (2014); Roy et al. (2014); Egan (2008); Wang (2012)	OPEN
R	11/10	Discussion of <i>The Other Wes Moore</i>	Moore (2010) <i>The Other Wes Moore</i>	Dr. B
T	11/15	Autism spectrum disorders: Introduction	M&W ch. 6 (through p. 186); Olsson (2007); Newman (2014)	Dr. B
R	11/17	Autism spectrum disorders: Questions	Jones & Klin (2009); watch Temple Grandin TED talk; Tager-Flusberg (2007)	OPEN
T	11/22	Autism spectrum disorders: Treatment	Volkmar et al. (2014); Greene (2008); Fuentes (2014); Suskind (2014)	Dr. B
R	11/24	THANKSGIVING BREAK		
T	11/29	Eating disorders: Introduction	M&W ch. 14	Dr. B
R	12/1	Eating disorders: Prediction and treatment	Striegel-Moore & Bulik (2007); Lock et al. (2010); Eddy & Gray (2014)	OPEN
T	12/6	Case studies and wrap-up	Intervention project due	Dr. B
R	12/8	11J section: Test 3, 9:00–12:00	—	—
W	12/14	10J section: Test 3, 9:00–12:00	—	—