
Psychology 211: Childhood Psychopathology Spring 2018

Mondays, Wednesdays, Fridays
10:45-11:50 a.m.
Pierce Hall 107

Instructor

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Office Hours

Monday 1:30-3:00
Tuesday 10:30-12:00
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. (2019). *Abnormal child psychology* (7th edition). Boston, MA: Cengage Learning.
- Moore, W. (2010). *The other Wes Moore: One name, two fates*. New York: Spiegel & Grau.
- Articles and additional readings on reserve (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/catalog/regulations/honor-code.html>

Technology Policy

Laptops, ipads, tablets are allowed in class as long as you are using them solely for purposes related to our class. If use of technology seems distracting to you or to others, or if it seems to interfere with class discussion and participation, I will ask you to discontinue technology use. When we are discussing articles and other readings you've been assigned, you are expected to have a copy of the reading with you in class and to be able to refer to it quickly and easily. This can be a hard copy, or you may access it on your laptop or other device.

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.

For final grades, letter grades will be assigned based on the following scale:

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

For papers and assignments on which a letter grade is given, letters translate to numerical scores for calculating final grades as follows:

A+ = 98, A = 94.5, A/A- = 92.75, A- = 91, A-/B+ = 89.5, B+ = 88, B+/B = 86.25, B = 84.5, B/B- = 82.75, B- = 81, B-/C+ = 79.5, C+ = 78, C+/C = 76.25, C = 74.5, C/C- = 72.75, C- = 71, etc.

Assignment	Percentage of Grade	Date Due
Test 1	20%	February 12
Test 2	20%	March 23
Test 3	15%	April 27
Intervention project	Part 1 = 15% Part 2 = 10% Part 3 = 10%	March 7 April 11 May 2
Class participation	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.

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, please contact the OAS and complete the registration process. Faculty may not legally provide you with accommodations until an accommodation letter has been processed and discussed with them; accommodations do not start until this point and are not retroactive. Students registered with OAS who receive a letter outlining specific academic accommodations are thus strongly encouraged to *immediately* coordinate a meeting with their professors to discuss a protocol to implement accommodations that will (or may) be needed over the course of the semester. This meeting should occur as early in the term as possible. Contact Megan Bohinc in OAS for more information at (770) 784-4690 or oas_oxford@emory.edu

Tests

There will be three tests in this course, and they will all be given in class. Tests will consist of multiple choice (and/or other short answer) questions and short 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 develop a skills-based intervention program designed to prevent/treat one of the disorders we discuss in class. You will need to plan your program carefully based on a theoretical/conceptual model that explains the disorder you are addressing. You will present your program in three ways. Part 1 involves writing a paper explaining the theoretical/conceptual model for your program and the research supporting it. In Part 2, you will develop the program itself and write a paper about it. For Part 3, you will write the lesson plan for one particular session of your program and then present it to our class. Further details about choosing your topic and working on your intervention will be provided early in the semester.

Participation

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*. Outstanding contributions include comments, questions, and responses that demonstrate careful critical analysis of material and that help to move the discussion forward.

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 tea!) 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. (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.
- Schwarz, A. (2013, December 14). The selling of Attention Deficit Disorder. *New York Times*.

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.

Substance Use Disorders

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

Depressive 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.
- 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.
- Wang, S. S. (2012, October 18). The long battle to rethink mental illness in children. *The Wall Street Journal*.
- Egan, J. (2008, September 14). The bipolar puzzle. *New York Times Magazine*.

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.
- Volkmar, F. et al. (2014). Practice 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*.
- Suskind, R. (2014, March 7). Reaching my autistic son through Disney. *New York Times Magazine*.

Schedule

DAY	DATE	TOPIC	READING / ASSIGNMENT
W	1/17	Snow day!	—
F	1/19	Developmental psychopathology	M&W ch. 1
M	1/22	Developmental psychopathology	M&W ch. 1
W	1/24	Theories and causes	M&W ch. 2
F	1/26	TBA	TBA
M	1/29	Theories and causes	M&W ch. 2
W	1/31	Intervention, prevention, and research	M&W ch. 3; Mrazek & Haggerty (1994)
F	2/2	Intervention, prevention, and research	M&W ch. 3
M	2/5	Assessment	M&W ch. 4
W	2/7	Assessment	M&W ch. 4
F	2/9	ADHD: Introduction	M&W ch. 8; Schwarz (2014)
M	2/12	Test 1	Test 1
W	2/14	ADHD: Associated features	Hoza et al. (2013)
F	2/16	ADHD: Associated features	Hoover & Milich (1994)
M	2/19	ADHD: Treatment	MTA Cooperative Group (1999); Schwarz (2013 – “ADHD experts re-evaluate...”)
W	2/21	ADHD: Treatment	Hoza et al. (2015); Schwarz (2013 – “The selling of...”);
F	2/23	Conduct problems: Introduction	M&W ch. 9
M	2/26	Conduct problems: Developmental models	Moffitt et al. (2002)
W	2/28	Conduct problems: Developmental models	CPPRG (1992)
F	3/2	Conduct problems: Intervention and prevention	Dodge et al. (2015); Brent & Loeber (2015)
M	3/5	Anxiety disorders: Introduction	M&W ch. 11; Henig (2009)
W	3/7	Anxiety disorders: Development	Muris (2006) Intervention Part 1 due in class
F	3/9	Anxiety: Development	Affrunti & Woodruff-Borden (2015)
M	3/12	SPRING BREAK	
W	3/14	SPRING BREAK	
F	3/16	SPRING BREAK	
M	3/19	Anxiety disorders: Treatment	Hourigan et al. (2012)
W	3/21	Substance use disorders	M&W ch. 13 (pp. 469-476); Miller (2013)
F	3/23	Test 2	Test 2
M	3/26	Eating disorders	M&W ch. 14 (pp. 477-482, 489-507)
W	3/28	Depressive disorders: Introduction	M&W ch. 10
F	3/30	Depressive disorders: Development	Paul (2010)

DAY	DATE	TOPIC	READING / ASSIGNMENT
M	4/2	Depressive disorders: Theory and treatment	Rudolph (2009)
W	4/4	Depressive disorders: Theory and treatment	Young & Mufson (2008)
F	4/6	Bipolar disorder and DMDD	Roy et al. (2014); Wang (2012); Egan (2008)
M	4/9	Discussion of <i>The Other Wes Moore</i>	Moore (2010) <i>The Other Wes Moore</i>
W	4/11	Discussion of <i>The Other Wes Moore</i>	Moore (2010) <i>The Other Wes Moore</i> Intervention Part 2 due in class
F	4/13	TBA	TBA
M	4/16	Autism spectrum disorders: Introduction	M&W ch. 6 (through p. 185)
W	4/18	Autism spectrum disorders: Development and associated features	Olsson (2007); Newman (2014)
F	4/20	Autism spectrum disorders: Questions	Jones & Klin (2009)
M	4/23	Autism spectrum disorders: Treatment	Volkmar et al. (2014)
W	4/25	Autism spectrum disorders: Treatment	Greene (2008); Suskind (2014)
F	4/27	Test 3	Test 3
M	4/30	Case studies and wrap-up	TBA
W	5/2	Scheduled exam time is 9:00 a.m. to noon	Presentation of intervention project Intervention Part 3 due at 9:00 a.m.