

DEVELOPMENTAL PSYCHOPATHOLOGY

Elizabeth Owens, Ph.D.
Lectures Tues/Thurs 11-12 in 100 GPB
GSIs: Dara Blachman and Steve Lee
Sections: Monday 11am, noon, 1pm in 2235 Tolman (Steve)
Tuesday 1pm, 2pm, and 3pm in 1111 Tolman (Dara)

University of California at Berkeley
Department of Psychology
Psychology 131
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General Course Description: In this course we will be considering psychological problems in children and adolescents from the framework of a relatively new field of inquiry called developmental psychopathology. In addition to providing students with an introduction to such problems (e.g. externalizing and internalizing problems, mental retardation, autism, eating and substance use disorders), we will focus on causal explanations of individual differences in the development of social, emotional, cognitive, and behavioral problems. For example, why is one child aggressive and another not? How do we explain why some children become depressed and others do not?

In this class we will cover important concepts including risk (e.g. poverty, child maltreatment, family conflict, peer rejection) and resilience (positive adaptation despite these risks), multifinality and equifinality, continuity and discontinuity, and transactional and ecological models of development. We will cover some research methods used by developmental psychopathologists, including longitudinal studies and behavior genetic designs. This information about concepts and methods will provide an important framework for our discussions of childhood externalizing problems (e.g. aggression, noncompliance, and problems with hyperactivity and inattention), internalizing problems (e.g. fears and anxiety, depression, compulsive behavior), and developmental problems (e.g. mental retardation, autism, communication and language delays). Special topics in infant and adolescent mental health (e.g. attachment, eating, and substance use disorders) will be covered. The class will conclude with a discussion of common approaches to treatment and the importance of prevention.

I expect that many of you are anticipating this course to be a child version of 130. Please note that important distinctions exist between the fields of child clinical psychology and that of developmental psychopathology. The former is typically concerned with the description, classification, and treatment of psychopathology in children. The latter is particularly concerned with developmental processes and mechanisms related to individual differences in both psychopathology and competence. With this

distinction in mind, a note about our text is warranted. As far as I know, an undergraduate developmental psychopathology text suited to this course does not exist. We are using a text that is primarily organized around clinical descriptions, as would be a child clinical psychology text. However, a major goal of this particular text (and of this course) is to organize and make sense of the various possible causes of abnormal child behavior. Of note too is that sections of the course are organized around clinical themes or problems (in order to match the presentation of material in the text book), but this is not meant to imply the primacy of description and classification over the more central concerns of developmental psychopathology.

Learning Objectives: Specific objectives of this course include: 1) providing students with an understanding of some key principles, concepts, and methods of developmental psychopathology, 2) introducing students to the scientific study of psychopathological development in children and adolescents, 3) introducing students to a variety of childhood and adolescent psychological problems, 4) teaching critical thinking skills (especially regarding theory-testing and empirical research), 5) developing student ability to clearly communicate ideas orally and in writing.

Teaching Method: The course will be taught using lectures, sections, and readings. The class will meet for a lecture twice each week (Tuesday/Thursday 11-12). Each student will also participate in a once-weekly section which will combine presentation of material with discussion. Sections are essential because they will allow deeper coverage of key issues than we will have time for during lectures, given the constraints of a survey course like this one. Readings are also an essential part of the course as they are meant to provide a breadth of information that will not necessarily be covered in lectures.

Student Requirements

1) Students are expected to be on time for every lecture and every section. Students can miss 2 sections without being penalized, but more frequent absences (no matter what the reason) will count against their course grades. Students are also expected to actively participate in section discussions, and their participation will count toward their grades.

2) Each week each student will be required to submit thoughtful but brief questions/comments about the week's readings. Questions/comments should go beyond simple clarification or repetition of material addressed in the readings (although these types of questions are welcomed in class and in sections). Examples of what these questions/comments should be like will be distributed in the first section meetings. One question will be required for each reading (students can submit 2 or 3 per reading if they are so moved, but please keep responses to a half-page). In addition, comments on whether or not you enjoyed or were interested in each reading are welcomed. These questions/comments need to be submitted to your GSI at the beginning of each section (or prior to section via email). **The specific schedule of due dates for weekly questions/comments will be determined by your GSI.**

3) Paper. Each student will write a short (5-page) paper on one of the following topics of their choice:

- a) Is maternal depression related to child behavior problems?
- b) Do girls and boys differ in their types of aggressive behavior?
- c) Are young children with autism attached to their caregivers?

Papers should take the form of an argument in which students provide evidence in support of an answer to the question posed. For example, in response to question A, a student might want to argue that there are effects of maternal depression on the development of behavior problems in childhood and would then need to provide evidence to support their contention. Rather than expecting students to spend much of their time searching for relevant information, I will provide a set of references for each topic that will be used as sources of evidence. The articles provided must be read and thoughtfully, logically integrated into the paper. The point of this assignment is to teach students how to read journal articles and to carefully and critically integrate empirical information into a well-honed, well-presented argument. Paper will be evaluated for: clarity of communication including a logical organization of the argument, reference to and demonstrated understanding of empirical research, critical analysis of the material, thoughtfulness of interpretations, timeliness of completion. More information about this assignment will be given in class. Papers are due on April 17th.

4) There will be two in-class exams: one given at midterm (March 8th) and one given during the last class meeting (May 3rd). The first exam will concern material covered during the first half of the course and the second exam will concern material covered between the first exam and the end of the course. Each exam will consist of short answer and multiple choice questions.

5) There are a number of "extra credit" readings listed below from the just-published 2nd edition of the Handbook of Developmental Psychopathology. These chapters are challenging to read, so rather than requiring them, they are listed for those who are interested in doing some advanced reading in a particular area. If you read one of these chapters and write up a few comments (a half page) about what you read, you can earn some extra credit and likely improve your grade in the course. You can give these extra credit assignments to your GSI any time before our last lecture on May 1st. However, because these readings are challenging, I do recommend that you do extra credit readings after the relevant lecture and after you've done the required reading on that topic. Copies of extra credit readings are on reserve in the Ed Psych library and are not contained in your readers.

Grading Procedures

section attendance, participation, and weekly questions/comments about the readings: 25%
first exam (at mid-term): 25%
1 5-page paper: 25%
second exam (during last class): 25%

Notes: Black Lightning will be noting this course. However, I will NOT be editing/reviewing their material and take no responsibility for its accuracy.

Readings

It is recommended that you purchase the reader at Copy Central on Hearst, near Euclid. It contains photocopies of the required readings not contained in the textbook. You should also purchase the following text:

Mash, E. J., & Wolf, D. A. (1999). Abnormal Child Psychology. Belmont, CA: Wadsworth Publishing.

If you would rather not purchase these materials, all assigned readings will be on reserve at the desk in the Education/Psychology library.

Topics Areas, Sequence, and Readings

Notes: "Chapter #" (e.g. chapter 2 or chapters 7, 8) refers to the primary class text book: Mash, E. J., & Wolfe, D. A. (1999). Abnormal Child Psychology. All other readings are contained in the reader.

Please note that dates given for each topic are approximate. I intend to stick to the order of topics below, but we may spend slightly more or less time on any one topic so that the correspondence between a particular date and a particular topic will likely not be exact.

Section I: Concepts and Methods

Class

#/date

Topic and Readings

1/Jan. 16

Course Introduction

2/Jan. 18

What is Developmental Psychopathology?

Required readings:

Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). Introduction, pp. 1 - 7 only in Developmental Psychopathology and Family Process. NY: Guilford.

Smoller, J. W. (1985). The etiology of childhood. Journal of Polymorphous Perversity, 2(2), 3-7.

(No weekly questions/comments required for these first 2 readings).

3 - 5/

Jan. 23,

Jan. 25,

Jan. 30

Etiology: Risk and Protective Factors.

Required readings:

Chapter 1, pp. 1 - 20

Chapter 2

Radke-Yarrow, M., & Sherman, T. (1990). Hard growing: Children who survive. In J. Rolf et al. (Eds), Risk and protective factors in the development of psychopathology, (pp. 97-119). NY: Cambridge.

6/Feb. 1

Peer Relationships from the Perspective of Developmental Psychopathology

No required readings

extra credit: Rudolph, K. D. & Asher, S. R. (2000). Adaptation and maladaptation in the peer system: Developmental processes and outcomes. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), Handbook of Developmental Psychopathology, 2nd edition, (pp. 157 - 175). NY: Kluwer Academic.

7/Feb. 6

Research Strategies

Required reading: Chapter 3

Section 1: Concepts and Methods (con't)

Class
#/date Topic and Readings

8/Feb. 8 *Behavioral Genetics*

Required reading:

McClearn, G. E. (1993). Behavioral genetics: The last century and the next. In R. Plomin & G. E. McClearn (Eds.), Nature, nurture, and psychology, (pp. 27-57). Washington, DC: APA.

extra credit: O'Connor, T. G., & Plomin, R. (2000). Developmental behavioral genetics. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), Handbook of Developmental Psychopathology, 2nd edition, (pp. 217 – 235). NY: Kluwer Academic.

9/ Feb. 13 *Assessment*

Required reading: Chapter 4

Section 2: Clinical Outcomes

Class
#/date Topic and Readings

10/Feb. 15 No class, no office hours (Dr. Owens will be out-of-town).

11 - 13/
Feb. 20, *Externalizing Problems*
22, 27

Required readings:

Chapters 5 and 6

Rutter, M. (1997). Antisocial behavior: Developmental psychopathology perspectives. In D. M. Stoff et al. (Eds.), Handbook of antisocial behavior, (pp. 115-124). NY: Wiley.

extra credit: Campbell, S. B. (2000). Attention-deficit/hyperactivity disorder: A developmental view. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), Handbook of Developmental Psychopathology, 2nd edition, (pp. 383-401). NY: Kluwer Academic.

Section 2: Clinical Outcomes (con't)

<u>Class #/date</u>	<u>Topic and Readings</u>
14 - 15/ March 1, 6	<i>Internalizing Problems</i> Required readings: Chapters 7 and 8 Zahn-Waxler, C., Klimes-Dougan, B., & Slattery, M. J. (2000). Internalizing problems of childhood and adolescence: Prospects, pitfalls, and progress in understanding the development of anxiety and depression. <u>Development and Psychopathology</u> , 12 (443-466).
16/March 8	MIDTERM
17/ March 13	<i>Instructions for Reading Empirical Articles and Writing the Paper for This Class</i>
18/ March 15	<i>Communication and Learning Disorders</i> Required reading: Chapter 11
9/20 March 20, 22	<i>Mental Retardation and Pervasive Developmental Disorders</i> Required readings: Chapters 9 and 10 extra credit: Travis, L. L., & Sigman, M. D. (2000). A developmental approach to autism. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), <u>Handbook of Developmental Psychopathology</u> , 2 nd edition, (pp. 641-655). NY: Kluwer Academic.
<u>Week of March 26th - Spring Break</u>	
21 - 23/ April 3, 5, 10	<i>Special Issues of Infancy/Toddlerhood and Adolescence</i> Required readings: Chapter 13 Newcomb, M. D., & Richardson, M. A. (1995). Substance use disorders. In M. Hersen & R. T. Ammerman (Eds.), <u>Advanced abnormal child psychology</u> , (pp. 411-431). NJ: LEA. extra credit: Zeanah, D. H., Boris, N. W., & Lieberman, A. F. (2000). Attachment disorders of infancy. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), <u>Handbook of Developmental Psychopathology</u> , 2 nd edition, (pp. 293-307). NY: Kluwer Academic.

extra credit: Hops, H., Andrews, J. A., Duncan, S. C., Duncan, T. E., & Tildesley, E. (2000). Adolescent drug use development: A social interactional and contextual perspective. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), Handbook of Developmental Psychopathology, 2nd edition, (pp. 589 - 605). NY: Kluwer Academic.

extra credit: Tyrka, A. R., Graber, J. A., & Brooks-Gunn, J. (2000). The development of disordered eating: Correlates and predictors of eating problems in the context of adolescence. In A. J. Sameroff, M. Lewis, & S. M. Miller (Eds.), Handbook of Developmental Psychopathology, 2nd edition, (pp. 607 - 637). NY: Kluwer Academic.

Section 3: Treatment and Prevention

Class
#/date

Topic and Readings

24, 25/
April 12, 17

Family Therapies and Cognitive Behavioral Therapies

Required readings:

Herbert, M. (1998). Family treatment. In T. H. Ollendick and M. Hersen (Eds.), Handbook of child psychopathology, 3rd edition, (pp.557-579). NY: Plenum.

Graziano, A. M., & Dorta, N. J. (1995). Behavioral treatment. In M. Hersen & R. T. Ammerman (Eds.), Advanced abnormal child psychology, (pp. 171-187). NJ: LEA.

PAPER DUE APRIL 17th

26/April 19th NO CLASS (Professor and GSIs will be at a child development conference in Minnesota)

27/April 24 *Psychopharmacologic Treatments*

No required readings

28/April 26 *Treatment Efficacy and Effectiveness; Prevention*

Required readings:

Weisz, J. R. (1997). Effects of interventions for child and adolescent psychological dysfunction: Relevance of context, developmental factors, and individual differences. In S. S. Luthar et al. (Eds.), Developmental psychopathology: Perspectives on risk, adjustment, and disorder, (pp.3-22). NY: Cambridge.

Coie, J. D. et al. (1993). The science of prevention: A conceptual framework and some directions for a national research program. American Psychologist, 48(10), 1013-1022.

Class
#/date Topic and Readings

29/May 1 *Review*

Required reading:

Cicchetti, D. & Sroufe, L. A. (2000). Editorial: The past as prologue to the future: The times, they've been a-changin'. Development and Psychopathology, 12, 255-264.

30/May 3 FINAL

Summary of due dates for class assignments

Weekly: Comments/questions about the readings due. The specific dates by which each reading must be completed (and comments/questions handed in) will be determined by your GSI.

Midterm: March 8th

Paper: April 17th

Final: May 3rd