

**Washington & Lee University
Developmental Psychopathology (PSYCH 265)
Course Syllabus Winter 2015**

Instructor: Karla Murdock, Ph.D.
Email: murdockk@wlu.edu
Phone: 458-8248
Office: Parmly Hall Room 238
Office Hours: MWF 10 – 11am or by advance appointment
Class Meetings: MWF 11:15am – 12:10pm, Parmly 216

REQUIRED TEXTS

Wenar, C. & Kerig, P. (2006). *Developmental psychopathology: From infancy through adolescence* (Fifth edition). Boston: McGraw-Hill.
ISBN: 0072820195

Kotlowitz, A. (1992). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor Books.
ISBN: 0385265565

Course articles available on Sakai

Recommended Text

Cotton, N. (2004). *Lessons from the lion's den: Therapeutic management of children in psychiatric hospitals and treatment centers*. NEARI Press.

COURSE OBJECTIVES

- Utilize a biopsychosocial perspective to explore children's normal and abnormal developmental processes.
- Consider the complex interactions among factors influencing developmental trajectories.
- Examine how children's psychological disorders are currently conceptualized, assessed, and treated in clinical settings.
- Challenge how empirically derived generalizations about children's development map onto our subjective experiences of individual children and families.
- Maintain a perspective of healthy criticism in the interpretation and utilization of existing conceptualizations, assessment procedures, research results, and methods of clinical intervention.

GRADED ACTIVITIES

15% **Class participation**

This course will be conducted in a seminar style involving minimal lecture and mostly discussion. Thus, you must attend our class meetings having read all of the assigned articles for that day – otherwise, you will be bored, lost, and/or embarrassed! Most students find these readings to be intrinsically interesting, so I expect that you will approach class preparation with interest and eager anticipation. In most class meetings, please be prepared to contribute, and then turn in a writing portfolio entry that will inform our discussion (see Writing Portfolio below). Your overall class participation grade will reflect your attendance record, regular contributions to discussions, and evidence of good preparation.

30% **Writing Portfolio**

Critical thinking and writing will be assessed through a writing portfolio containing entries that you generate throughout the semester. Prior to some class meetings you will prepare a typed response to a reading and/or prompt for that day. Although these writing portfolio entries should average one half to one single-spaced page in length, it is most important that they reflect a thoughtful consideration and analysis of the relevant issues (see evaluation criteria below).

Please be prepared to present your entry to the class and then turn it in during the relevant class period. Only partial credit will be awarded to entries that are submitted after the relevant class period for any reason.

Your writing portfolio will be evaluated as a complete body of work at the end of the term, based on the degree to which it reflects:

- Consistent effort
- Mastery of concepts
- Clarity and sophistication of analysis
- Thoughtfulness, creativity, and originality
- Polish and professionalism

20% **TANCH Essay**

Write a concise essay in response to a question regarding *There Are No Children Here*. The essay should be 750-1000 words in length, double-spaced, in 12-point font with 1-inch margins.

35% **Comparative Literature Review Proposal, Paper, and Presentation**

Summarize and critique recent research articles on a relatively narrow topic in child psychopathology, to produce a paper of 15 typed, double-spaced pages in 12-point font with 1-inch margins. See attached assignment for details. Presentations should last for 10 minutes with a question and answer period to follow.

LATE ASSIGNMENT POLICY

Assignments are due on the designated date before class. Assignments received after 11:15am will receive a 10-point deduction. An additional 10-point deduction will go into effect at 11:15am on each subsequent day. An assignment will not be accepted more than one week past its deadline.

(FLEXIBLE) SCHEDULE OF TOPICS AND READINGS

CLASS MEETING	Class meeting	TOPIC	READING / PAGES
Mon Jan 12		Introduction	KLW Chapter 1 Recommended: <i>Listening to Children</i> (Robert Coles)
Wed Jan 14	WP	Developmental Psychopathology Risk and Resilience	KLW Chapter 3 Seery, M., Holman, E.A., & Silver, R.C. (2010). Whatever does not kill us: Cumulative lifetime adversity, vulnerability, and resilience. <i>Journal of Personality and Social Psychology</i> , 99, 1025-1041.
Fri Jan 16	WP TANCH essay prompt	Family Systems	Cox, M. & Paley, B. (2003). Understanding families as systems. <i>Current Directions in Psychological Science</i> , 12, 193-196. McGoldrick, M. (1999). <i>Genograms: Assessment and Intervention</i> . Norton. Chapters 1-3
Mon Jan 19		Poverty	Evans, G. (2004). The environment of childhood poverty. <i>American Psychologist</i> , 59, 77 – 92. Tough, P. (March 21, 2011). The poverty clinic. <i>The New Yorker</i> . http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic
Wed Jan 21	WP : The Downside of Resilience	Risk, protection and social context	Belsky, J., Bakermans-Kranenburg, M. & van IJzendoorn, M. (2010). For better <i>and</i> for worse: Differential susceptibility to environmental influences. <i>Current Directions in</i>

			<p><i>Psychological Science</i>, 16, 300-304.</p> <p>Belsky, J. (November 28, 2014). The Downside of Resilience. <i>New York Times</i>. http://www.nytimes.com/2014/11/30/opinion/sunday/the-downside-of-resilience.html?emc=eta1&r=0</p>
Fri Jan 23	<p>WP Genogram Identify one family fact, pattern, or dynamic that you are comfortable sharing with me and/or the class. Concisely write about it and if you choose, share it with the class.</p>	Genogram Discussion	
Mon Jan 26		Psychopathology Assessment	KLW Chapter 16
Wed Jan 28	TANCH essay due		Kotlowitz, A. (1992). <i>There are no children here</i> . New York: Anchor Books.
Fri Jan 30	WP	Cultural Competence in Research and Clinical Settings	<p>Fisher, C., et al. (2002). Research ethics for human science research involving ethnic minority children and youth. <i>American Psychologist</i>, 57 (12), 1024-1040.</p> <p>Ecklund, K. & Johnson, W. (2007). The impact of a culture-sensitive intake assessment on the treatment of a depressed biracial child. <i>Clinical Case Studies</i>, 6, 468-482.</p>
Mon Feb 2	Schedule proposal development meetings this week	Transition to Parenthood Infancy / Colic	Shapiro, A. & Gottman, J. (2005). Effects on marriage of a psycho-communicative-educational intervention with couples undergoing the transition to parenthood, evaluation at 1-year post intervention. <i>The</i>

			<p><i>Journal of Family Communication</i>, 5, 1-24.</p> <p>Groopman, J. (September 17, 2007). The colic conundrum. <i>The New Yorker</i>. http://www.newyorker.com/magazine/2007/09/17/the-colic-conundrum</p> <p>Jennifer Senior - For parents, happiness is a very high bar: http://www.ted.com/talks/jennifer_senior_for_parents_happiness_is_a_very_high_bar#t-686626</p>
Wed Feb 4	WP: Cruise the popular media and identify one interesting issue or perspective related to parenting. Write a WP response to it, and create a handout about it that includes the link and identifies the thought-provoking or controversial issue. Be prepared to concisely present it in class.	Parenting Fest Catch up	
Fri Feb 6		Autism Spectrum	KLW Chapter 5 Applied Behavior Analysis readings (provided)
Mon Feb 9	WP Complementary and alternative treatments for autism	The Autism Movement	<p>Gernsbacher, M., Goldsmith, H., & Dawson, M. (2005). Three reasons not to believe in an autism epidemic. <i>Current Directions in Psychological Science</i>, 14, 55-58.</p> <p>Levy, S. & Hyman, S. (2008). Complementary and Alternative Medicine treatments for children with Autism Spectrum Disorders. <i>Child and Adolescent</i></p>

			<i>Psychiatric Clinics of North America</i> , 17, 803-820.
Tues Feb 10	Visit: Blue Ridge Autism and Achievement Center Buena Vista, VA 8:30 – 10am		Recommended: <i>Beautiful Son</i>
Fri Feb 13		Elimination Disorders Tic Disorders	Kearney Chapter 5 Recommended: KLW pp. 204-209
Mon Feb 16	WP	Oppositional Defiant Disorder	Kearney Chapter 10 Recommended: KLW pp. 194-204
Wed Feb 18		Attention Deficit Hyperactivity Disorder Child behavior management	KLW pp. 211-240
Fri Feb 20	Comparative Literature Review Proposal due	Externalizing Disorder Intervention	
Feb 23-27	BREAK		
Mon Mar 2		Anxiety	KLW Chapter 8
Wed Mar 4	WP	Anxiety and families	Schrock, M. & Woodruff-Borden, J. (2010). Parent-child interactions in anxious families. <i>Child & Family Behavior Therapy</i> , 32, 291-310.
Fri Mar 6		Eating Disorders	KLW Chapter 415-441
Mon Mar 9		Mood Disorders	KLW Chapter 9
Wed Mar 11	WP	Mood Disorders and Gender	Hyde, J.S., Mezulis, A.H., & Abramson, L. Y. (2008). The ABCs of depression: Integrating affective, biological, and cognitive models to explain the emergence of the gender difference in depression. <i>Psychological Review</i> , 115, 291-315.
Fri Mar 13	SSA	No class meeting	
Mon Mar 16		Conduct Disorder & Aggression	KLW Chapter 10

Wed Mar 18	WP	Antisocial Behavior	Raine, A. (2008). From genes to brain to antisocial behavior. <i>Current Directions in Psychological Science</i> , 17, 323-328.
Fri Mar 20	SRCD conference	No class meeting	Cotton, N. (2004). Lessons from the lion's den: Therapeutic management of children in psychiatric hospitals and treatment centers. NEARI Press.
Mon Mar 23	WP	Challenges of Adolescence	Somerville, L. (2013). The teenage brain: Sensitivity to social evaluation. <i>Current Directions in Psychological Science</i> , 22, 121-127. Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision-making. <i>Current Directions in Psychological Science</i> , 22, 114-120. Peper, J.S. & Dahl, R. (2013). The teenage brain: Surging hormones – brain-behavior interactions during puberty. <i>Current Directions in Psychological Science</i> , 22, 134-139
Wed Mar 25	Visit: Commonwealth Center for Children and Adolescents Staunton, VA Load buses @ 9:45am Return by 12:45pm		
Fri Mar 27	WP	Intervention	KLW Chapter 17
Mon Mar 30	Literature Review Paper Due	Presentations	
Wed Apr 1	WP	Family life and parenting	Repetti, R., Wang, S., &

			<p>Saxbe, D. (2009). Bringing it all back home: How outside stressors shape families' everyday lives. <i>Current Directions in Psychological Science</i>, 18, 106-111.</p> <p>Lahey, B. (2011). Out of the funhouse mirrors: Steps toward understanding the role of parenting in maladaptive child development. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 50, 975 – 977.</p> <p>Gibbs, N. (2009, November). The Growing Backlash Against Overparenting. <i>Time</i>. http://www.time.com/time/nation/article/0,8599,1940395,00.html</p>
Fri Apr 3		Presentations	
Mon Apr 6		Presentations	
Wed Apr 8	WP	Ethics and Public Policy Wrap Up	Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? <i>American Psychologist</i> , 64, 739-750.
Fri Apr 10	WP due		

Developmental Psychopathology

COMPARATIVE LITERATURE REVIEW PROPOSAL AND PAPER

The purpose of this assignment is to review and critique recent literature concerning *two perspectives* of a relatively narrow topic related to child, adolescent, and/or developmental psychopathology. I expect that students' individual goals for this project will be fairly diverse. Also, students will target literatures that differ widely in terms of breadth. Thus, the first and arguably most important step in this assignment is to build a Literature Review Paper Proposal, which will entail about half of the work for this assignment. You will need to engage in a relatively time-consuming process of selecting an initial topic, investigating the literature on different views of that topic, narrowing and/or expanding your search based on the articles you have found, revising your topic, and finally building a Literature Review Paper Proposal that includes the following information:

Title

Thesis Statement

Outline (including topic sentences)

Reference section in APA format including the small body of crucial articles that you will review and critique

The proposal must be turned in on **Friday February 20th via email before class**. I will provide feedback so that you will be in the best position to move forward with writing the paper. My feedback for most students will recommend revising your topic, restructuring your outline, and/or tweaking your reference list.

These are the most important aspects of the assignment:

- ❖ Choose a topic that is conceptually cohesive and has generated debate and/or controversy in the scholarly literature.
- ❖ Two perspectives or schools of thought regarding this topic should be reviewed and critiqued. Your review must include primary research reports (i.e., not just review or theoretical papers). Methodological strengths and weaknesses of each literature must be critiqued.
- ❖ Write a paper that is 15 double-spaced pages long in 12-point font with 1 inch margins. Not longer. Really. Even if it seems quite interesting to write more pages, you need to limit yourself to 15 pages because:
 - Writing/conceptualizing concisely is part of the job in this assignment— it is often harder to write concisely than it is to write more, but you will be endlessly called upon in the future to write less, more succinctly.
 - You do not need to write down everything that you have learned in your exploration of the topic. Instead, capture the most IMPORTANT points. An effective Comparative Literature Review Paper will demonstrate the writer's good judgment in terms of the scope of the topic and the level of detail in information that is presented.

If you start working on your paper and could use some help conceptualizing/focusing it, please feel free to email me or make an appointment to meet with me – I would be glad to chat with you about it. Your paper will be due on **Monday March 30th via email before class**.