

**Washington & Lee University  
Developmental Psychopathology (PSYC 265)  
Course Syllabus Winter 2020**

Instructor: Karla Murdock, Ph.D.  
 Email: [murdockk@wlu.edu](mailto:murdockk@wlu.edu)  
 Phone: 458-8248  
 Office: Parmly Hall Room 238  
 Class Meetings: TR 9:45 – 11:15 am, Sci Add G16  
 Office Hours: TR 11:30 am – 1 pm, and by appointment

### **REQUIRED TEXTS**

Mash, E. & Wolfe, D. (2016): *Abnormal child psychology* (6<sup>th</sup> edition). Cengage Learning.  
 ISBN: 978-1-305-10542-3

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 via email

### **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**

- Explain typical and atypical developmental processes utilizing a biopsychosocial perspective.
- Analyze the complex interactions among factors that influence developmental trajectories.
- Describe how children's and adolescents' psychological disorders are currently conceptualized, assessed, and treated with empirically-validated programs in clinical settings.
- Critique empirical research methods utilized to study developmental trajectories.
- Challenge how empirically derived generalizations about children's development map onto our subjective experiences of individual children and families.
- Demonstrate a healthy sense of criticism regarding existing conceptualizations of psychopathology, 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 enjoy preparing for class.

Each student in the class will be designated as a discussion moderator for a topic within one class period. You should bring to class a list of three discussion questions, drawn from the assigned readings, that will **stimulate students' critical and integrative discussion of the topic**. The goal is for the moderator to make a unique, well-conceived, and effectively-delivered teaching contribution to our coverage of the topic.

Your overall class participation grade will reflect your attendance record, quality of contributions to discussions, evidence of good preparation, and effective teaching as co-moderator.

### 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 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 discuss your entry in class and then turn it in.** Only partial credit will be awarded to entries that are submitted after the relevant class period for any reason. To turn it in after class, no explanation is required; just put it in the box outside Parmly 238.

Your writing portfolio will be evaluated as two bodies of work, at midterm (WP1) and at the end of the term (WP2). Grades will be earned on the basis of its clarity and sophistication of critical analysis and additional characteristics described in the rubric on page 11 of the syllabus.

### 20% **TANCH Essay**

Write a concise essay in response to a prompt regarding *There Are No Children Here*. The essay should be 900-1000 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 4-5 minutes including 2-3 minutes of discussion.

### **LATE ASSIGNMENT POLICY**

Assignments are due on the designated date at the beginning of class. Assignments received after class will receive a 10-point deduction. An additional 10-point deduction will go into effect at 9:45 am on each subsequent day. An assignment will not be accepted more than one week past its deadline.

### **DISABILITY ACCOMMODATIONS**

Every student has a unique set of strengths and abilities and I welcome conversations about how your learning needs can be most effectively met in this class. I am committed to ensuring that every student has equal access to this course. Students with disabilities of any kind who need accommodations for equal access have a right to those accommodations. I encourage you to contact Lauren Kozak, Title IX Coordinator and Director of Disability Resources to discuss your needs and the accommodation process. Please visit the website for more information: <https://www.wlu.edu/disability-accommodations/undergraduate-accommodations>

**(FLEXIBLE) SCHEDULE OF TOPICS AND READINGS**

CLASS MEETING	Class meeting	TOPIC	READING / PAGES
Thurs Jan 9		Introduction	Watch - <b><i>Listening to Children</i></b> (Robert Coles)
Tues Jan 14	Schedule proposal development meetings for next week	Developmental Psychopathology  Adversity and resilience: Elena	Chapters 1 & 2  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.
Thurs Jan 16	WP: Differential susceptibility		McLaughlin, K., & Sheridan, M. (2016). Beyond cumulative risk: a dimensional approach to childhood adversity. <i>Current Directions in Psychological Science</i> , 25, 239-245.  Belsky, J., & van IJzendoorn, M. (2017). Genetic differential susceptibility to the effects of parenting. <i>Current Opinion in Psychology</i> , 15, 125-130.  Belsky, J. (November 28, 2014). The Downside of Resilience. <i>New York Times</i> . <a href="http://www.nytimes.com/2014/11/30/opinion/sunday/the-downside-of-resilience.html?emc=eta1&amp;r=0">http://www.nytimes.com/2014/11/30/opinion/sunday/the-downside-of-resilience.html?emc=eta1&amp;r=0</a>
Tues Jan 21	TANCH essay prompt	Family systems: Trang	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

Thurs Jan 23	<b>WP:</b> The psychology of inequality	Environment of childhood poverty: Bri Erin	<p>Evans, G. (2004). The environment of childhood poverty. <i>American Psychologist</i>, 59, 77 – 92.</p> <p>Tough, P. (March 21, 2011). The poverty clinic. <i>The New Yorker</i>. <a href="http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic">http://www.newyorker.com/magazine/2011/03/21/the-poverty-clinic</a></p> <p>Watch - Nadine Burke Harris: How childhood trauma affects health across a lifetime <a href="https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime">https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime</a></p> <p>Kohlbert, E. (January 8, 2018). The psychology of inequality. <i>The New Yorker</i>. <a href="https://www.newyorker.com/magazine/2018/01/15/the-psychology-of-inequality">https://www.newyorker.com/magazine/2018/01/15/the-psychology-of-inequality</a></p>
Tues Jan 28	<b>WP</b> Genogram + prompt: 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.	Genogram Discussion	
Thurs Jan 30	<b>WP</b> Choose the 3 concepts from the Fisher article that you find most compelling: explain what they mean and illustrate why they are important.	Assessment, Research, and Treatment  Cultural competence in clinical settings: Hannah D.	<p>Chapters 3 &amp; 4</p> <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. &amp; Johnson, W. (2007). The impact of a culture-sensitive intake assessment on the treatment of a depressed biracial child. <i>Clinical</i></p>

			<i>Case Studies, 6, 468-482.</i>
Tues Feb 4	<b>TANCH essay due</b>		Kotlowitz, A. (1992). <i>There are no children here</i> . New York: Anchor Books.
Thurs Feb 6	<b>WP</b>	Partnership: Rose  Family life: Sarah	Finkel, E., Cheung, E., Emery, L., Carswell, K., & Larson, G. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. <i>Current Directions in Psychological Science, 24</i> , 238-244.  Repetti, R., Wang, S., & Saxbe, D. (2009). Bringing it all back home: How outside stressors shape families' everyday lives. <i>Current Directions in Psychological Science, 18</i> , 106-111.
Tues Feb 11		Parenting: Meghan	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 &amp; Adolescent Psychiatry, 50</i> , 975 – 977.  Gibbs, N. (2009, November). The Growing Backlash Against Overparenting. <i>Time</i> . <a href="http://www.time.com/time/nation/article/0,8599,1940395,00.html">http://www.time.com/time/nation/article/0,8599,1940395,00.html</a>  Watch - Jennifer Senior - For parents, happiness is a very high bar: <a href="http://www.ted.com/talks/jennifer_senior_for_parents_happiness_is_a_very_high_bar#t-686626">http://www.ted.com/talks/jennifer_senior_for_parents_happiness_is_a_very_high_bar#t-686626</a>
Thurs Feb 13		Transition to parenthood / infancy / colic: Abby	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.

			<p><i>The Journal of Family Communication</i>, 5, 1-24.</p> <p>Groopman, J. (September 17, 2007). The colic conundrum. <i>The New Yorker</i>.  <a href="http://www.newyorker.com/magazine/2007/09/17/the-colic-conundrum">http://www.newyorker.com/magazine/2007/09/17/the-colic-conundrum</a></p>
Tues Feb 18	<b>Comparative Literature Review Proposal due</b>	Anxiety prediction: Will	<p>Chapter 11</p> <p>Buss, K. &amp; McDoniel, M. (2016). Improving the prediction of risk for anxiety development in temperamentally fearful children. <i>Current Directions in Psychological Science</i>, 25, 14-20.</p> <p>Kagan, E., Frank, H., &amp; Kendall, P. (2018). Accommodation in youth's mental health: Evidence and issues. <i>Current Directions in Psychological Science</i>, 27, 227-231.</p>
Thurs Feb 20	<b>WP: Analyze <i>Miss representation</i> with respect to the emergence and/or maintenance of gender differences in anxiety, eating, and/or unipolar depression</b>	Mood Disorders  Depression and gender: Jenny	<p>Chapter 10</p> <p>Hyde, J.S., Mezulis, A.H., &amp; 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.</p> <p>Watch <i>Miss representation</i> at:  <a href="https://wlu.kanopystreaming.com/video/miss-representation-0">https://wlu.kanopystreaming.com/video/miss-representation-0</a></p>
Feb 22 - 30	<b>Feb Break</b>		
Tues March 3	<b>Turn in WP 1</b>	Autism spectrum: Morgan	<p>Chapter 6 (pp. 156 – 186).</p> <p>Ingersoll, B. (2011). Recent advances in early identification and treatment of autism. <i>Current Directions in</i></p>

			<i>Psychological Science</i> , 20, 335-339. Applied Behavior Analysis readings (provided)
Thurs March 5	Visit: Blue Ridge Autism and Achievement Center  Carpool to 40 Park Place	Meagan Harding, Behavior Analyst / Teacher	
Tues March 10	<b>WP: BRAAC</b>	Externalizing disorders: Hannah R.	Chapter 8  Diamond, A. (2012). Activities and programs that improve children's executive functions. <i>Current Directions in Psychological Science</i> , 21, 335-341.
Thurs March 12	<b>WP: Explain the coercive cycle and describe one example in which you have witnessed it and/or found yourself in it.</b>	Child behavior management	
Tues March 17			
Thurs March 19			
Tues March 24			
Thurs March 26			
<b>Developmental Psychopathology goes virtual!</b>			
Tues March 31		Inpatient Psychiatric Services for Children  Virtual fieldtrip with Gary Pelton, Ph.D. Staff Psychologist and Director of Forensic Services, Commonwealth Center for Children and Adolescents Staunton, VA	KLW Chapter 17
Join Zoom Meeting <a href="https://wlu.zoom.us/j/473999060">https://wlu.zoom.us/j/473999060</a>  Meeting ID: 473 999 060			
Thurs April 2	<b>WP: CCCA visit</b>	Classroom-based mindfulness interventions	Browse the Mindful Schools website.  <a href="https://www.mindfulschools.org/about-mindfulness/why-is-mindfulness-needed-in-education/">https://www.mindfulschools.org/about-mindfulness/why-is-mindfulness-needed-in-education/</a>  Watch - Room to Breathe (early adolescence) and Healthy Habits of Mind (early childhood)
Join Zoom Meeting <a href="https://wlu.zoom.us/j/116782217">https://wlu.zoom.us/j/116782217</a>  Meeting ID: 116 782 217			

			<a href="http://www.mindfulschools.org/resources/explore-mindful-resources/">http://www.mindfulschools.org/resources/explore-mindful-resources/</a>
	<b>WP: Propose and develop three</b> questions and/or discussion items regarding mindfulness interventions. Be prepared to pose your best discussion question during the class meeting.	Virtual discussion with Anthony DeMauro, Ph.D. UVA Contemplative Science Center	Shapiro, S., Lyons, K., Miller, R., Butler, B., Vieten, C., & Zelazo, P. (2015). Contemplation in the classroom: a new direction for improving childhood education. <i>Educational Psychology Review, 27</i> , 1-30.  Listen - <a href="https://soundcloud.com/healthcurrents/47-our-students-our-future-mindfulness-in-the-schools-an-interview-with-chris-mckenna">https://soundcloud.com/healthcurrents/47-our-students-our-future-mindfulness-in-the-schools-an-interview-with-chris-mckenna</a>
Thurs April 9  Join Zoom Meeting <a href="https://wlu.zoom.us/j/777246778">https://wlu.zoom.us/j/777246778</a>  Meeting ID: 777 246 778	<b>Comparative Literature Review Paper Due</b>	<b>Presentations</b>	
Tues April 14  Join Zoom Meeting <a href="https://wlu.zoom.us/j/473227947">https://wlu.zoom.us/j/473227947</a>  Meeting ID: 473 227 947	<b>WP (aggression &amp; antisocial behavior)</b>  <b>WP:</b> Explain the coercive cycle and describe one example in which you have witnessed it and/or found yourself in it.	Aggression & antisocial behavior co-moderator: Caitlin	Chapter 9  Raine, A. (2008). From genes to brain to antisocial behavior. <i>Current Directions in Psychological Science, 17</i> , 323-328.  Scarpa, A. (2015). Physiological arousal and its dysregulation in child maladjustment. <i>Current Directions in Psychological Science, 24</i> , 345-351.
Thurs April 16  Join Zoom Meeting <a href="https://wlu.zoom.us/j/158872889">https://wlu.zoom.us/j/158872889</a>  Meeting ID: 158 872 889	Draw from any or all of Raine (2008), Steinberg (2009), or Belsky & van IJzendoorn (2017):  Should neuroscience research affect public policy and/or law? <ul style="list-style-type: none"> <li>• Yes. Identify circumstances under which, or ways in which,</li> </ul>	Surging hormones co-moderator: Hannah W.	Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. <i>Current Directions in Psychological Science, 16</i> , 55-59.  Somerville, L. (2013). The teenage brain: Sensitivity to social evaluation. <i>Current</i>

	<p>absolutely yes.</p> <ul style="list-style-type: none"> <li>No. Identify circumstances under which, or ways in which, absolutely no.</li> </ul>		<p><i>Directions in Psychological Science</i>, 22, 121-127.</p> <p>Peper, J.S. &amp; Dahl, R. (2013). The teenage brain: Surging hormones – brain-behavior interactions during puberty. <i>Current Directions in Psychological Science</i>, 22, 134-139</p> <p>Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? <i>American Psychologist</i>, 64, 739-750.</p>
<p>Tues April 21</p> <p>Join Zoom Meeting  <a href="https://wlu.zoom.us/j/105944314">https://wlu.zoom.us/j/105944314</a></p> <p>Meeting ID: 105 944 314</p>	<p><b>WP: Themes &amp; take-homes</b></p> <p><b>Turn in WP 2</b></p>	<p>Wrap Up</p> <p>Course Evaluations</p>	

## 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 **Tuesday February 18<sup>th</sup> 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 **Thursday March 19<sup>th</sup> via email before class**.

### General Grading Guidelines for Class Participation and Written Assignments

Grade	Keywords	Seminar Contribution	Written Assignment
100	outstanding		
95	excellent	The student is clearly engaged throughout all class meetings. S/he is prepared to make optimal use of class time by demonstrating mastery of course concepts and raising discussion topics that promote analysis of higher order issues in the class. The student actively seeks opportunities to learn from peers as well as from the instructor. Contributes to the learning process of peers by asking sophisticated and thoughtful questions and by offering insights and suggestions based on the student's own experiences and knowledge.	The product demonstrates a level of insight and sophisticated analysis that can happen only after considerable time and energy has been devoted to the process. It shows mastery of relevant concepts and literature, integration and synthesis of ideas, and the presentation of carefully-chosen evidence to support the analysis. The writing is well-organized and the line of reasoning is effortless to follow. Mechanical errors, if any, are minimal.
90	very good		
85	good	The student is usually engaged and well-prepared, listening carefully and respectfully and contributing occasionally but helpfully to the class discussion. Compared to A-level participation, this type of participation may be characterized by less evidence of preparation, critical reflection about course concepts, or investment in the group process. For instance, discussion questions may be less thought-provoking or less effective in eliciting class participation. B-level seminar contribution may involve less active or thoughtful responses to classmates' discussion questions as well.	This is a strong product that demonstrates careful thought and planning and fulfills the key goals of the assignment. The work demonstrates mastery of central concepts and background material, critical and well-substantiated analysis, and careful attention to clarity and precision in the writing style. The paper is generally well-organized and free of grammatical errors. Compared to an A paper, this work may be characterized by relatively less evidence of insight, originality, sophistication, or depth of analysis.
80	pretty good		
75	adequate	The student's attention and/or quality of contribution to class meetings is variable. Compared to B-level participation, this type of participation may be characterized by inconsistent evidence of preparation and/or planning in order to optimize the group process of the class. For instance, contributions to class discussions may reflect little curiosity or deep thinking.	The student's work has potential but does not succeed in one or more key goals of the assignment. It may lack in sufficient description and/or critical analysis of relevant empirical literature. Main points may be poorly organized and/or inadequately developed. Elements of the writing style may make the work difficult to understand. All of these are signs that sufficient time and effort were not devoted to creating a quality piece of scholarly work.
70	fair		
65	weak	The student makes minimal contributions to the class and/or appears distracted, unprepared, or disengaged.	The student's work appears to be thrown together. Key aspects of the analysis may be inadequately supported, poorly developed, and/or unclear. The paper may be poorly written and/or difficult to follow, and may contain serious, distracting mechanical errors.
60	poor		
55	unsuccessful	The student's lack of preparation and/or disengagement detracts from the class's progress. Lack of investment in peers' work progress is problematic.	The student's work indicates a gross lack of preparation for the assignment, and the basic requirements of the assignment are not met. The work lacks evidence of adequate research, critical analysis, and/or revision. The paper may be poorly written, difficult to follow, and/or have numerous mechanical errors.
0		Student is absent.	Written work is not submitted or contains plagiarized material.