

**DEP 6059: DEVELOPMENTAL PSYCHOPATHOLOGY**  
**Section # 0141**

**Class Time:**

Tuesday, 4:05pm-7:05pm (Periods 9-11)

**Class Location:**

129 PSY

**Professor: Julia A. Graber, Ph.D.**

**Office Hours:** Tuesday, 1:00pm – 2:00pm  
After class & By Appointment

**Office:** 5-I Psychology Building  
**Phone:** 392-0601 x235  
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**Course Website:**

<http://www.psych.ufl.edu/~jagraber/#Teaching>

The syllabus, weekly readings, and any announcements will be posted on the course website.

**Course Objectives:**

Developmental psychopathology has emerged as a distinct field of investigation out of several disciplinary traditions (developmental and clinical psychology, pediatrics, psychiatry, neuroscience, etc.). As a field the primary goal is to examine the inter-relationship between adaptive and maladaptive functioning. This course will cover a range of issues relevant to the development of psychopathology during childhood, adolescence, and young adulthood. During this period of the lifespan, rates of several disorders increase dramatically (e.g., ADHD, Conduct Disorder, Anxiety, Depression, and Substance Use); hence, developmental processes have been identified as salient to etiology. Drawing on models of developmental psychopathology, discussion will focus on the definitions of core concepts such as resilience, adaptation, vulnerability, risk (including familial, and socio-contextual factors), protective factors (again, multi-level), models for explaining developmental pathways to competence versus pathology, and the role of prevention in changing pathways. As such, much of the discussion will focus on developmental process, successful adaptation, and subclinical problems rather than disorder. Particular attention will be given to person-context interactions, methodological issues in research on these topics, and designing studies that integrate developmental psychopathology concepts into each student's specific research interests.

The class sessions for the semester cover the following major topics:

1. Core Concepts of Developmental Psychopathology
  - a. Dynamic Processes, Pathways, Continuity
  - b. Risk, Vulnerability, & Protective Factors, & Resilience
  - c. Adaptation, Competence, & Coping

2. Predictors and Correlates of Developmental Psychopathology
  - a. Emotion, Cognition, & Biological Processes
  - b. Attachment, Parenting, & Maltreatment
  - c. Genetics-Family Interactions, & Personality
  - d. Interpersonal relationships
  - e. Poverty & Neighborhoods
3. Child and Adolescent Disorders/Problems
  - a. Internalizing disorders
  - b. Externalizing disorders
  - c. Trajectories, Assessment, & Comorbidity

In addition, the role of gender, race/ethnicity, and culture will be themes that are discussed throughout the course.

*Required Readings:*

Hankin, B. L., & Abela, J. R. Z. (2005). *Development of Psychopathology: A vulnerability-stress perspective..* Thousand Oaks, CA: Sage Publications.

A set of additional readings will be used. Most of these readings are available on-line through the UF library system. In addition, several chapters from Cumming, Davies, & Campbell (2000) will be used. Copies of these chapters will be made available for duplication or students may chose to purchase this book.

Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and Family Process.* New York: The Guilford Press.

*Other Suggested Resources & Readings:*

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Muus, R. E. (1996). *Theories of adolescence.* New York: McGraw-Hill Companies. Chapter 15. Urie Bronfenbrenner's ecological perspective on human development.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1181.

MacKinnon, D. P., Lockwood, C. M., Hoffman, J. M., West, S. G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods*, 7, 83-104.

Preacher, K. J., & Hayes, A. F. (2004). SPSS and SAS procedures for estimating indirect effects in simple mediation models. *Behavior Research Methods, Instruments, and Computers*, 36, 717-731.

## Course Requirements

1. **Readings.** All assigned readings must be completed before each class period.
2. **Discussion questions.** Each week students should generate a list of discussion questions or points about the readings. Some readings may have multiple concepts so it will not be feasible to cover all of them. Instead, focus on a few points that you think are particularly important, of interest, or simply not explained well or conceptually sound, and generate questions that you feel need to be answered in order to expand the issue or move the field to the next step on these topics. Provide a brief synopsis explaining why you generated the question or why you think the issue would be of interest to discuss. The list should include 3-4 questions for each week; the questions and rationale for each should not exceed 1-2 typed, single-spaced pages. Note that minor points of clarification should not be included in your list of questions/issues. Please ask these in class but questions such as this should not be the focus of your written questions. Be prepared to discuss at least 1-2 points from your list, if not all points, each week.
3. **Class Participation.** This is a discussion course; there are very few, if any, lectures. Each student is expected to participate in class discussion throughout the semester. Students should come to class with comments on the readings, actively listen to the comments of others, and expand discussion with continued reflection and synthesis of the discussion. As this is a graduate course, it is assumed that students will attend every session. If you must be absent for a particular class session, please notify Dr. Graber in advance.
4. **Presentation on Classic Study or Project & Completion of Short Paper on topic.** Several classic studies or research projects have been instrumental in shaping the field of developmental psychopathology. Some of these have been identified under topics in the course. Each student will present on one of these studies.
  - a. The first task will be finding the original study or project. In some cases, these studies are reported on in specific journal articles but for many of the studies the first description of the work is in a larger book on the topic.
  - b. Presentations will be 40-45 minutes in length. Additional time will be available for class discussion of issues raised in the presentation.
    - i. For the presentation, include a review of the methodology of the original study. Specifically, provide a description of the original goals of the study and the design of the study (including brief description of participants and methods used).
    - ii. In addition, the presentation should outline why this study was important and **how it has influenced subsequent research or theories on this topic**—this part is very important to the assignment and should not be limited to one overhead; make connections to concepts and how this study stimulated research or shaped the development of the field on this topic.
    - iii. In order to complete this assignment, additional search of the literature on the topic beyond the course readings will be necessary.

- c. Students will also submit a short paper providing an overview of the presentation and a hard copy of the presentation. (Please email the presentation to Dr. Graber, in addition to the hard copy.)
    - i. Papers should be 5-7 pages in length, typed, and double-spaced (12-point font, 1-inch margins), and should include a title page and a reference section; these pages are not included in the page limits listed for the assignment.
    - ii. Papers are due the day of the presentation.
    - iii. The papers need not include the full description of the study but rather should provide only a brief overview of the study. The focus of the paper should be on the impact of the study within an historical context. As such, the paper and the presentation are not identical.
    - iv. Students are free to write a paper that covers the entire presentation for their own use as a resource but should only hand in the shorter version. Use APA style for the paper and stick to page limits.
    - v. Be concise and thoughtful.
5. **Research Proposal & Presentation.** Students will submit a research proposal paper on a topic of her or his choice. The topic should be submitted for approval by mid semester (**March 20**) and must make connections with a Developmental Psychopathology framework. Specifically, you may choose any topic that you like but must incorporate key themes and concepts from the course (e.g., resilience, bio-behavior interactions, pathways) and some competence or psychopathology content (e.g., emotions, depression, social skills).
- a. Papers are due on **April 17** and should follow APA style and format.
    - i. A research proposal has an introduction section that describes the existing literature on the topic and provides a complete rationale for conducting the proposed study. Try to format this as you would a manuscript for publication; introductions are tightly focused on why it is important to do the study you are proposing, they include conceptual frameworks, and a review of the relevant literature, AND, they are usually not longer than 5-7 pages.
    - ii. The specific questions the study will address should be included along with hypotheses, unless an aspect of the study is exploratory.
    - iii. A complete method section should be included.
    - iv. Results and discussion sections may be collapsed into a section describing the analysis plan, discussion of the implications of the study, and the limitations of the study.
  - b. Proposals will be presented to the class on April 17 and April 24. Presentations should be about 30 minutes in length and will be followed by questions.

## Grading

Participation	10%
Weekly Questions	30%
Classic Study Presentation & Paper	30%
Research Proposal & Presentation	30%

## **COURSE OUTLINE**

### **January 9                    Overview of Course & Discussion**

What is Developmental Psychopathology? Why do some disorders onset in particular developmental periods? Are some individual differences more salient to disorder than others?

Review core concepts that will be used throughout the course: Bronfenbrenner's Ecological Model, Methods, and Mediation and Moderation.

### **January 16                    Concepts: Dynamic Processes, Pathways, Continuity**

*Required Readings:*

Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and Family Process*. New York: The Guilford Press.  
Chapters 1, 2, & 4

Caspi, A., & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry, 12*, 49-66.

Graber, J. A., & Brooks-Gunn, J. (1996). Transitions and turning points: Navigating the passage from childhood through adolescence. *Developmental Psychology, 32* (4), 768-776.

### **January 23                    Concepts: Risk, Vulnerability, & Protective Factors & Resilience**

*Required Readings:*

Cummings et al., Chapter 5

Hankin & Abela (2005), Chapters 1 & 2

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*, 543-562.

***Presentation Topic:***

**Werner & Smith, the Hawaii study**

**January 30                    Adaptation, Competence, & Coping**

*Required Readings:*

Masten, A. S., & Curtis, W. J. (2000). Integrating competence and psychopathology: Pathways toward a comprehensive science of adaptation in development. *Development and Psychopathology, 12*, 529-550.

Graber, J. A., Nichols, T. R., Lynne, S. D., Brooks-Gunn, J., & Botvin, G. J. (2006). A longitudinal examination of family, friend, and media influences on competent versus risky behaviors among urban minority youth. *Applied Developmental Science, 10*, 75-85.

Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin, 127*, 87-127.

Daly, A., Jennings, J., Beckett, J. O., & Leashore, B. R. (1995). Effective coping strategies of African Americans. *Social Work, 40*, 240-248.

***Presentation Topic:***  
**Project Competence**

*Begin discussion of race/ethnicity and culture*

**February 6                    Emotion, Cognition, & Biological Processes**

*Required Readings:*

Hankin & Abela (2005), Chapters 3, 4, & 5

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & Updegraff, J. A. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review, 107*, 411-429.

Zahn-Waxler, C. (1993). Warriors and worriers: Gender and psychopathology. *Development and Psychopathology, 5*, 79-89.

*Begin discussion of gender*

**February 13                    Attachment, Parenting, & Maltreatment**

*Required Readings:*

Cummings et al., Chapter 5

Hankin & Abela (2005), Chapter 9

McLoyd, V. C., Cauce, A. M., Takeuchi, D., & Wilson, L. (2000). Marital processes and parental socialization in families of color: A decade review of research. *Journal of Marriage and the Family*, 62, 1070-1093.

*Presentation Topic:*

**Cicchetti, Studies of maltreatment**

**February 20                    Genetics, Family & Personality**

*Required Readings:*

Hankin & Abela (2005), Chapters 7 & 8

Moffitt, T. E., Caspi, A., & Rutter, M. (2006). Measured gene-environment interactions in psychopathology. Concepts, research strategies, and implications for research, intervention, and public understanding of genetics. *Perspectives on Psychological Science*, 1, 5-27.

Francis, D. D., Champagne, F. A., Liu, D., & Meaney, M. J. (1999). Maternal care, gender expression, and the development of individual differences in stress reactivity. *Annals of the New York Academy of Sciences*, 896, 66-84.

Caspi, A., et al. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT Gene. *Science*, 301, 386-389. *Supplemental materials also posted.*

**February 27                    Interpersonal Factors**

*Required Readings:*

Hankin & Abela (2005), Chapter 6

Deater-Deckard, K. (2001). Annotation: Recent research examining the role of peer relationships in the development of psychopathology. *Journal of Child Psychology and Psychiatry*, 42, 565-579.

Joyner, K., & Udry, J. R. (2000). You don't bring me anything but down: Adolescent romance and depression. *Journal of Health and Social Behavior*, 41, 369–391.

Rudolf, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. *Journal of Adolescent Health*, 30(Suppl.), 3-13.

Kessler, R. C., Berglund, P. A., Foster, C. L., Saunders, W. B., Stang, P. E., & Walters, E. E. (1997). Social consequences of psychiatric disorders, II: Teenage parenthood. *American Journal of Psychiatry*, 154, 1405–1411.

***Presentation Topic:***

**Cairns & Cairns, Lifelines and risks**

**March 6                      Internalizing Disorders: Anxiety & Depression**

*Required Readings:*

Hankin & Abela (2005), Chapters 10 & 11

Graber, J. A. (in press). Pubertal and neuroendocrine development and risk for depressive disorders. In Allen, N. B., & Sheeber, L. (Eds.), *Adolescent emotional development and the emergence of depressive disorders*. Cambridge, UK: Cambridge University Press.

***Presentation Topic:***

**Lewinsohn, The OADP**

**March 13                      Spring Break**

**March 20                      Externalizing Disorders: Attention Deficit/Hyperactivity  
& Conduct Disorders**

***\*Submit Research Proposal Topics***

*Required Readings:*

Hankin & Abela (2005), Chapters 10 & 11

Campbell, S. (2000). Attention deficit/Hyperactivity disorder. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 383-401). New York: Plenum Press.



Pajer, K. A. (1998). What happens to “bad” girls? A review of the adult outcomes of antisocial adolescent girls, *The American Journal of Psychiatry*, 155, 862-870.

**Presentation Topic:**

**Moffitt et al., The Dunedin Study**

**March 27                      Trajectories for Crime & Neighborhoods**

*Required Readings:*

Nagin, D. S., & Tremblay, R. E. (2005). Developmental trajectory groups: Fact or a useful statistical fiction?” *Criminology*, 43, 873-904.

Sampson, R. J., & Laub, J. H. (2005). Seductions of method: Rejoinder to Nagin and Tremblay’s “Developmental trajectory groups: Fact or Fiction?” *Criminology*, 43, 905-913.

Nagin, D. S., & Tremblay, R. E. (2005). From seduction to passion: A response to Sampson and Laub. *Criminology*, 43, 915-918.

Ludwig, J., Duncan, G. J., & Hirschfield, P. (2001). Urban poverty and juvenile crime: Evidence from a randomized housing mobility experiment. *Quarterly Journal of Economics*, 116, 655-680.

Sampson, R., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

**Presentation Topic:**

**Sampson & Laub, Crime in the making**

**April 3                              Poverty & the Life-course**

*Required Readings:*

Adler, N. E., Boyce, T., Chesney, M. A., Cohen, S., Folkman, S., Kahn, R. L., & Syme, S. L. (1994). Socioeconomic status and health: The challenge of the gradient. *American Psychologist*, 49(1), 15-24.

Evans, G. W., Gonnella, C., Marcynyszyn, L. A., Gentile, L., & Salpekar, N. (2005). The role of chaos in poverty and children’s socioemotional adjustment. *Psychological Science*, 16, 560-565.

Leventhal, T., & Brooks-Gunn, J. (2003). Moving to opportunity: An experimental study of neighborhood effects on mental health. *American Journal of Public Health, 93*, 1576-1582.

Offord, D. R. (2001). Reducing the impact of poverty on children's mental health. *Current Opinion in Psychiatry, 14*, 299-301.

**Presentation Topic:**

**Furstenberg et al., Adolescent mothers in later life**

**Presentation Topic:**

**Elder, Children of the great depression**

**April 10                      Methodological Concerns and Comorbidity**

*Required Readings:*

Costello, E. J., Foley, D. L., & Angold, A. (2006). Ten-year research update review: The epidemiology of child and adolescent psychiatric disorders: II. developmental epidemiology. *Journal of the American Academy of Child and Adolescent Psychiatry, 45*, 8-25.

**Assessment of Young Children**

Ablow, J.C., Measelle, J.R., Kraemer, H.C., Harrington, R., Luby, J., Smider, N., Dierker, L., Clark, V., Dubicka, B., Heffelfinger, A., Essex, M.J., & Kupfer, D.J. (1999). The MacArthur three-city outcome study: Evaluating multi-informant measures of young children's symptomatology. *Journal of the American Academy of Child and Adolescent Psychiatry, 38*, 1580-1590.

Keenan, K. & Wakschlag, L.S. (2002). Can a valid diagnosis of disruptive behavior disorder be made in preschool children? *American Journal of Psychiatry, 159*, 351-358.

Luby, J.L., Heffelfinger, A.K., Mrakotsky, C., Hessler, M.J., Brown, K.M., & Hildebrand, T. (2002). Preschool major depressive disorder: Preliminary validation for developmentally modified *DSM-IV* criteria. *Journal of the American Academy of Child and Adolescent Psychiatry, 40*, 928-937.

**Comorbidity**

Angold, A., Costello, E.J., & Erkanli, A. (1999). Comorbidity. *Journal of Child Psychology and Psychiatry, 40*, 57-87.



### Classic Studies in Developmental Psychopathology

Cairns, R. B., & Cairns, B. D. (1994). *Lifelines and risks: Pathways of youth in our time*. New York: Cambridge University Press.  
Available at HSC or Ed libraries.

Cicchetti, D. & the Impact of Child Maltreatment. Series of articles by Cicchetti and colleagues at the Mount Hope Family Center, University of Rochester. See list of publications at:  
<http://www.psych.rochester.edu/research/mhfc/>

Elder, G. H., Jr. (1974). *Children of the Great Depression: Social change in the life experience*. Chicago: University of Chicago Press.  
Available at Ed or Library West; 1999 edition with new forward available at Library West.

Furstenberg, F. F., Jr., Brooks-Gunn, J., & Morgan, S. P. (1987). *Adolescent mothers in later life*. New York: Cambridge University Press.  
Available at Ed or Library West.

Lewinsohn, P., The Oregon Adolescent Depression Project. Series of articles by Lewinsohn and his colleagues about adolescent depression and its impact into adulthood. See list of publications at:  
<http://www.ori.org/Research/scientists/lewinsohnP.html>

Moffitt, T.E., Caspi, A., Rutter, M., & Silva, P.A. (2001). *Sex differences in antisocial behavior: Conduct disorder, delinquency, and violence in the Dunedin longitudinal study*. Cambridge, UK: Cambridge University Press.

Sampson, R. J., & Laub, J. H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.  
Available at Library West.

Werner, E. E., & Smith, R. S. (1982). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: McGraw-Hill.  
Available at Library West. This book is the original, most cited, work by Werner and Smith but 2 subsequent books based on follow-ups of the Hawaii study have also been published. One is available at Library West and the other is at the Ed library.

Project Competence: Series of articles by Garmezy and Masten.

Original study: Garmezy, N., & Tellegen, A. (1984). Studies of stress-resistant children: Methods, variables, and preliminary findings. In F. Morrison, C. Lord, & D. Keating (Eds.), *Advances in applied developmental psychology, Vol 1*. (pp. 231-287). New York: Academic Press.

For listing of subsequent findings: Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy, and practice. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 1-25). New York: Cambridge University Press.

## COURSE GUIDELINES & POLICIES

1. **The instructor reserves the right to change any and all assignments for this course as needed.**
2. **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
3. **Academic Honesty.** This course uses the definitions and guidelines for academic honesty as described by the Dean of Students Office. See <http://www.dso.ufl.edu/judicial/academic.php> for details.
4. **Students with disabilities** requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. See <http://www.dso.ufl.edu/drc/> for details.
5. **Incompletes.** Due to the nature of the requirements for the course, no incompletes can be given if the presentations have not been completed on time.
6. **Attendance.** Attendance will not be taken in this class; however, active participation in class is a course requirement and is graded.