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
Email:  jagraber@ufl.edu

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:


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 choose to purchase this book.


Other Suggested Resources & Readings:


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

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<tr>
<th>Participation</th>
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<tr>
<td>Weekly Questions</td>
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<tr>
<td>Classic Study Presentation &amp; Paper</td>
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<td>Research Proposal &amp; Presentation</td>
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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:


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

Required Readings:

Cummings et al., Chapter 5

Hankin & Abela (2005), Chapters 1 & 2


Presentation Topic:
Werner & Smith, the Hawaii study
January 30  Adaptation, Competence, & Coping

**Required Readings:**


**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


*Begin discussion of gender*
February 13 Attachment, Parenting, & Maltreatment

Required Readings:

Cummings et al., Chapter 5

Hankin & Abela (2005), Chapter 9


Presentation Topic:
Cicchetti, Studies of maltreatment

February 20 Genetics, Family & Personality

Required Readings:

Hankin & Abela (2005), Chapters 7 & 8


February 27 Interpersonal Factors

Required Readings:

Hankin & Abela (2005), Chapter 6


**Presentation Topic:**
Cairns & Cairns, Lifelines and risks

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

*Required Readings:*

Hankin & Abela (2005), Chapters 10 & 11


**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


**Presentation Topic:**
*Moffitt et al., The Dunedin Study*

**March 27 Trajectories for Crime & Neighborhoods**

**Required Readings:**


**Presentation Topic:**
*Sampson & Laub, Crime in the making*

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

**Required Readings:**


**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:*


**Assessment of Young Children**


**Comorbidity**


April 17  Research Proposal Presentations

*Written Proposals Due*

April 24  Research Proposal Presentations
Classic Studies in Developmental Psychopathology


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/


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.

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.