

DEP 6059: DEVELOPMENTAL PSYCHOPATHOLOGY
Section # 07GA

Class Time: Tuesday, 4:05pm-6:50pm (Periods 9-11)
Class Location: PSY 108

Professor: **Julia A. Graber, Ph.D.**, Professor of Psychology
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Website:

This course uses E-learning (Sakai) for posting the syllabus, readings, grades, and any announcements. To access Sakai: Go to <http://lss.at.ufl.edu/>

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 or core concepts such as resilience, adaptation, vulnerability, risk (including familial, and socio-contextual factors), protective factors (again, multi-contextual), 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.

Developmental Psychopathology is inherently multidisciplinary. Hence, students are expected to integrate their own research interests with course concepts for major assignments and discussion.

The primary methods for learning are via: (a) thorough reading and critical evaluation of readings, (b) submission of discussion questions and active discussion of readings, (c) leading class discussion, and (d) application of a developmental perspective to one's own research as demonstrated in the final paper.

Required Readings:

Ingram, R. E., & Price, J. M. (2010). *Vulnerability to psychopathology: risk across the lifespan* (2nd ed.). New York, NY US: Guilford Press.

A set of additional readings will be used and will be posted on the course website.

Other Suggested Resources & Readings:

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and Family Process*. New York: The Guilford Press.
- Hankin, B. L., & Abela, J. R. Z. (2005). *Development of Psychopathology: A vulnerability-stress perspective..* Thousand Oaks, CA: Sage Publications.

Readings on Mediation and Moderation:

- 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 Guidelines & Policies

- **This course adheres to all University Policies.** See <http://www.dso.ufl.edu/> for useful information at the Dean of Students Office webpage.
- **Academic Honesty.** See <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php> for details.
- **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.
- **Incompletes.** Due to the nature of the requirements for the course, no incompletes can be given if in-class activities have not been completed on time. If the only outstanding assignment is the final paper, a request for an incomplete can be made. Students unable to complete the assignments who are not eligible to receive an incomplete will need to re-take the course.
- **Announcements/Changes.** Dr. Graber, if necessary, may change the dates and assignments on this syllabus. Students are responsible for all announcements made in class.
- **APA style** must be used for all written work.
- **Attendance Policy.** Many of the learning objectives for this course are achieved via active participation in class. Hence, the following provides specific information on absences and making up work for excused absences.
 - Attendance in any graduate course is expected.
 - Notifying the instructor in advance of any absence is expected.

Course Requirements

- **Readings.** All assigned readings must be completed before each class period.
- **Class Participation & Posts to Discussion Boards (60 points total).** This is a discussion course. For each class period, a discussion board will be available for posting discussion questions. Each student should post 3 thoughtful discussion questions or issues for each class period (3-4 sentences per post). This may take the form of a methodological critique, a theoretical statement, a suggestion for resolving an ongoing debate, or an integration or comparison between two or more articles, or questions about application of the concepts to future research or applied settings.
 - ★ Posts should be made by 12:00am prior to each class period (e.g., 11:59pm Monday evening prior to Tuesday's class). In addition, 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.
 - ★ **Each discussion question must be unique.** You may not repeat a question/issue that has already been posted. Be sure to read over all the discussion questions posted before completing your post.
 - ★ There are 12 sessions with readings/discussion boards; students may skip submitting questions for 2 sessions when they are leading discussion. **Discussion questions will be scored based on a maximum accrual of 60 points (6pts*10 sessions).**
- **Discussion Leadership (20 points, 2x = 40 total).** Twice during the semester, each student will lead discussion for that week's class. Students will lead discussion with 1-2 other students.
 - ★ The discussion leaders will give a brief overview of the topic including summary of each of the required readings, e.g., what are the major issues/points the reading is making, how is it connected to core developmental psychopathology processes, etc.
 - ★ Grades will be based on clarity, depth, and discussion; the grading rubric will be posted on Sakai.
- **Presentation on a Background Theme (20 points).** Each week includes a theme. One of the discussion leaders will provide additional background on that topic. Plan on presenting information and discussion on the theme separate from the discussion of readings for that class period.
 - ★ Presentations will be about 25-30 minutes in length. Additional time will be available for class discussion of issues raised in the presentation.
 - In order to complete this assignment, additional search of the literature on the topic beyond the course readings will be necessary.
 - ★ Electronic copies of presentations should be submitted via the assignment link in Sakai on the day of the presentation.
- **Research Proposal (60 points total).** Students will write a modified research proposal (~5-7 pages for content). The topic should be submitted for approval by mid semester (**March 11**) 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 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. The paper should essentially be the introduction to a manuscript with a brief overview of the methods for the study
 - ★ The proposal should provide:
 - the conceptual framework
 - review of relevant literature
 - research questions that the study would address, and
 - a brief overview of the study (~2 paragraphs)
 - ★ Students should select a topic and submit a brief synopsis of the topic and preliminary explanation about the aspects of the topic that are connected with Developmental Psychopathology via the assignment link in sakai by **March 11**.
 - ★ Papers are due on **April 25** and should follow APA style and format.
 - ★ This means it must be formatted with headers, page numbers, use appropriate margins, spacing, and fonts. There should be a title page, abstract, content of paper (5-7 pages), and references. Figures may be included but are not required. See APA manual for details on how to format a manuscript for publication.
 - ★ Papers may not have co-authors or have been previously edited for another purpose by an advisor or collaborator. It is ideal for papers to be based on projects the student is or would like to pursue as part of her/his program of research. It is acceptable for papers for the course to be based on on-going work like a grant or dissertation proposal that is in process. However, a completed document that includes substantive edits from a collaborator or advisor is not appropriate for a class assignment.
- **Presentation on proposal (20 points).** Students will present their proposals to the class on April 15 and April 22. Presentations may include more elaboration on methods if students would like feedback in that area. Presentations should be about 30 minutes in length and will be followed by questions.

Grading (200 points)

Weekly Discussion Questions	(60 pts, 30%)
Discussion Leadership 1	(20 pts, 10%)
Discussion Leadership 2	(20 pts, 10%)
Presentation on a Theme	(20 pts, 10%)
Presentation on Proposal	(20 pts, 10%)
Research Proposal	(60 pts, 30%)

Scale:

100%-94%	(200-188 pts) A
93.9%-90%	(187-180 pts) A-

89.9%-87% (179-174 pts) B+
86.9%-84% (173-168 pts) B
83.9%-80% (167-160 pts) B-

79.9%-70% (159-140) C
<69% (<140) E

University policy dictates that: “A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.” However, this course follows graduate school and departmental guidelines for criteria for passing grades for graduate courses (i.e., a grade of C+ or below is considered unsatisfactory and requires retaking the course). Also for this course, no plus or minus grades are given for C or below.

COURSE OUTLINE

Jan 7 Overview of Course & Core Concepts

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
- Diathesis-Stress Models
- Mediation and Moderation

Jan 14 Developmental Psychopathology & Vulnerability

Hinshaw, S. P. (2013). Developmental psychopathology as a scientific discipline. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology, 2nd Ed.* (pp. 3-28). Hoboken, NJ: John Wiley and Sons, Inc.

Chapters 1, 2, and 3 in Ingram & Price (2010)

Background Theme: Bronfenbrenner’s ecological systems theory. (See Muus, 1996 for reference, not assigned)

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

*Skip section on Hill’s Model.

Jan 21 Stress: Biological Processes, Subjective Experience, & Poverty

Grant, K. E., Compas, B. E., Thurm, A. E., McMahon, S. D., & Gipson, P. Y. (2004). Stressors and child and adolescent psychopathology: Measurement Issues and Prospective Effects.

Journal of Clinical Child and Adolescent Psychology, 33(2), 412-425.
doi:10.1207/s15374424jccp3302_23

Ellis, B. J., Del Giudice, M., & Shirtcliff, E. A. (2013). Beyond allostatic load. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology*, 2nd Ed. (pp. 251-284). Hoboken, NJ: John Wiley and Sons, Inc.

Taylor, S. E. (2006). Tend and befriend: Biobehavioral bases of affiliation under stress. *Current Directions in Psychological Science*, 15(6), 273-277. doi:10.1111/j.1467-8721.2006.00451.x

Yoshikawa, H., Aber, J., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67(4), 272-284. doi:10.1037/a0028015

Background Theme: Poverty (definition, measurement issues, rates)

Jan 28 Genetics & Family

Dick, D. M. (2011). Gene-environment interaction in psychological traits and disorders. *Annual Review of Clinical Psychology*, 7, 383-409. doi:10.1146/annurev-clinpsy-032210-104518

Dodge, K. A. (2004). The nature-nurture debate and public policy. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 50(4), 418-427. doi:[10.1353/mpq.2004.0028](https://doi.org/10.1353/mpq.2004.0028)

Davies, P. T., & Woitach, M. J. (2008). Children's emotional security in the interparental relationship. *Current Directions in Psychological Science*, 17(4), 269-274. doi:10.1111/j.1467-8721.2008.00588.x

Feinberg, M. E., Solmeyer, A. R., & McHale, S. M. (2012). The third rail of family systems: Sibling relationships, mental and behavioral health, and preventive intervention in childhood and adolescence. *Clinical Child and Family Psychology Review*, 15(1), 43-57. doi:10.1007/s10567-011-0104-5

Serbin, L. A., & Karp, J. (2004). The intergenerational transfer of psychosocial risk: Mediators of vulnerability and resilience. *Annual Review of Psychology*, 55, 333-363. doi:[10.1146/annurev.psych.54.101601.145228](https://doi.org/10.1146/annurev.psych.54.101601.145228)

Background Theme: Parenting (parenting practices)

Feb 4 Resilience, Regulation, & Culture

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.

Cicchetti, D. (2013). Annual research review: Resilient functioning in maltreated children—Past, present, and future perspectives. *Journal of Child Psychology and Psychiatry*, 54(4), 402-422.

Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495-525. doi:10.1146/annurev.clinpsy.121208.131208

Compas, B. E., & Andreotti, C. (2013). Risk and resilience in child and adolescent psychopathology. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology*, 2nd Ed. (pp. 143-169). Hoboken, NJ: John Wiley and Sons, Inc.

Garcia Coll, C., Akerman, A., & Cicchetti, D. (2000). Cultural influences on developmental processes and outcomes: Implications for the study of development and psychopathology. *Development and Psychopathology*, 12(3), 333-356. doi:10.1017/S0954579400003059

Background Theme: Resilience (classic work by Werner & Smith, the Hawaii study)

Feb 11 Categorical versus Continuum Approaches to Disorder

Beauchaine, T. P., Klein, D. N., Erickson, N. L., & Norris, A. L. (2013). Developmental psychopathology and the diagnostic manual of mental disorders. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology*, 2nd Ed. (pp. 29-110). Hoboken, NJ: John Wiley and Sons, Inc.

Wakefield, J. C. (1997). When is development disordered? Developmental psychopathology and the harmful dysfunction analysis of mental disorder. *Development and Psychopathology*, 9(2), 269-290. doi:10.1017/S0954579497002058.

Director's Blog: Transforming Diagnosis, By Thomas Insel on April 29, 2013
<http://www.nimh.nih.gov/about/director/2013/transforming-diagnosis.shtml>

Adam, D. (2013). On the spectrum. *Nature*, 496(7446), 416-418. doi:10.1038/496416a

Kapur, S. S., Phillips, A. G., & Insel, T. R. (2012). Why has it taken so long for biological psychiatry to develop clinical tests and what to do about it?. *Molecular Psychiatry*, 17(12), 1174-1179. doi:10.1038/mp.2012.105

Background Theme: DSM-V (what was the process, what changed in this version, what were the goals of the revision? Avoid discussion of Autism—see next week)

Feb 18 Diagnostic Controversies: Autism

Faja, S., & Dawson, G. (2013). Autism spectrum disorders. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology, 2nd Ed.* (pp. 649-684). Hoboken, NJ: John Wiley and Sons, Inc.

Gernsbacher, M., Dawson, M., & Hill Goldsmith, H. (2005). Three reasons not to believe in an autism epidemic. *Current Directions in Psychological Science, 14*(2), 55-58.
doi:10.1111/j.0963-7214.2005.00334.x

Dominus, S. (April 20, 2011). The crash and burn of an autism guru. *New York Times Magazine*.

(View in class: The Vaccine War (film), April 27, 2010. Chapters 3, 4 & 5 in particular
<http://www.pbs.org/wgbh/pages/frontline/vaccines/view/>)

Background Theme: DSMV changes in ASD

Feb 25 Depression & Assessing Rates of Disorders

Chapters 8 and 10 in Ingram & Price (2010). Chapter 9 is optional.

Moffitt, T. E., Caspi, A. A., Taylor, A. A., Kokaua, J. J., Milne, B. J., Polanczyk, G. G., & Poulton, R. R. (2010). How common are common mental disorders? Evidence that lifetime prevalence rates are doubled by prospective versus retrospective ascertainment. *Psychological Medicine, 40*(6), 899-909. doi:10.1017/S0033291709991036

Susser, E. E., & Shrout, P. E. (2010). Two plus two equals three? Do we need to rethink lifetime prevalence? *Psychological Medicine, 40*(6), 895-897. doi:10.1017/S0033291709991504

Background theme: Gender (why is it related to differential rates of disorder?)

Mar 4 Spring Break

Mar 11 Anxiety & Assessment of Psychopathology in Young Children

**Submit Research Proposal Topics*

Chapters 11 and 13 in Ingram & Price (2010). Chapter 12 is optional.

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.

Background theme: Cognitive-behavioral therapy with children and adolescents (what is it? does it work for a range of problems?)

Mar 18 ADHD, Conduct Disorder & Crime

Bussing, R., Mason, D. M., Bell, L., Porter, P., & Garvan, C. (2010). Adolescent outcomes of childhood attention-deficit/hyperactivity disorder in a diverse community sample. *Journal of the American Academy of Child & Adolescent Psychiatry*, *49*(6), 595-605. doi:10.1097/00004583-201006000-00008

Waldman, I. D., & Lahey, B. B. (2013). Oppositional defiant disorder, conduct disorder, and juvenile delinquency. In T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology*, 2nd Ed. (pp. 411-453). Hoboken, NJ: John Wiley and Sons, Inc.

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.

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.

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.

Background Theme: Trajectories of criminal behavior (classic study, Sampson & Laub, Crime in the making)

Mar 25 Substance Use Disorders & Peers

Chapters 5 and 7 in Ingram & Price (2010). Chapter 6 is optional.

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.

Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology*, *62*, 189-214.

Background theme: Assessing peer influence (methodological issues)

Apr 1 Personality Disorders, Comorbidity & Cascade Models

Chapter 4 in Ingram & Price (2010).

Comorbidity

Jensen, P.S. (2003). Comorbidity and child psychopathology: Recommendations for the next decade. *Journal of Abnormal Child Psychology*, 31, 293-300.

Caspi, A., Houts, R. M., Belsky, D. W., Goldman-Mellor, S. J., Harrington, H., Israel, S., Meier, M. H., Ramrakha, S., Shalev, I., Poulton, R., & Moffitt, T. E. (2013). The p Factor: One general psychopathology factor in the structure of psychiatric disorders? *Clinical Psychological Science*, available online August 14, 2013. doi: 10.1177/2167702613497473.

Cascade Models

Masten, A. S., & Cicchetti, D. (2010). Developmental cascades. *Development and Psychopathology*, 22(3), 491-495. doi:10.1017/S0954579410000222

Martin, M. J., Conger, R. D., Schofield, T. J., Dogan, S. J., Widaman, K. F., Donnellan, M., & Neppl, T. K. (2010). Evaluation of the interactionist model of socioeconomic status and problem behavior: A developmental cascade across generations. *Development and Psychopathology*, 22(3), 695-713. doi:10.1017/S0954579410000374

Apr 8 Preventive Intervention & Treatment

Catalano, R. F., Fagan, A. A., Gavin, L. E., Greenberg, M. T., Irwin, C. E., Ross, D. A., & Shek, D. L. (2012). Worldwide application of prevention science in adolescent health. *The Lancet*, 379(9826), 1653-1664. doi:10.1016/S0140-6736(12)60238-4

Kreuter, M. W., & Skinner, C. S. (2000). Tailoring: what's in a name? *Health Education Research*, 15, 1-4.

Kaslow, N. J., Broth, M. R., Smith, C. O., & Collins, M. H. (2012). Family-based interventions for child and adolescent disorders. *Journal of Marital and Family Therapy*, 38(1), 82-100. doi:[10.1111/j.1752-0606.2011.00257.x](https://doi.org/10.1111/j.1752-0606.2011.00257.x)

Weisz, J. R., Ugueto, A. M., Cheron, D. M., & Herren, J. (2013). Evidence-based youth psychotherapy in the mental health ecosystem. *Journal of Clinical Child and Adolescent Psychology*, 42(2), 274-286.

Background Theme: School-based intervention programming for students with emotional and behavioral disorders

Apr 15 Research Presentations

Apr 22 Research Presentations

Final Papers Due Friday April 25 before 5:00pm