Course Overview:

Developmental psychopathology is concerned with the origins and progression of patterns of maladaptive behavior across the lifespan. This course examines the processes that help to explain why some individuals develop psychological difficulties and others do not. Within the perspective of developmental psychopathology, this course provides students with the tools necessary to comfortably utilize various systems of classification while maintaining a coherent case conceptualization that is not bounded by any single system. To ensure coverage of the range of child psychopathology, course material is organized by diagnostic categories. However, within the parameters of each disorder, students will apply principles of developmental psychopathology, constructing their own working models of how maladaptive patterns of adjustment develop, persist, and evolve. More specifically, students will consider the interactive roles of risk and resilience, neurobiological mechanisms and contextual aspects of the child’s life on the emergence, exacerbation, and alleviation of psychopathology. Students will continually explore their own definitions of psychopathology, those of the field, cultural influences, and finally, implications of these definitions on practice and science. We will also refer to the DSM V web site to track the work groups’ thinking and proposed revisions (www.dsm5.org/Pages/Default.aspx)

Goals and Objectives: The aim is for students to...

1. think critically about complex theoretical, methodological, and applied issues within the field of developmental psychopathology.

2. understand the constraints of specific diagnostic systems

3. understand the relationships between constructs and measures

4. know how to apply current paradigms for diagnosing psychopathology

Course Format and Requirements:

Class meetings will be a mix of lecture and discussion. Regular attendance and participation are expected.
**Diagnostic exercises:** At several points during the course, we will practice diagnosing using constructed cases. I will supply the cases throughout the semester. You should come to class familiar with the diagnostic criteria for the appropriate group of disorders (but you may use your books as you formulate questions and diagnostic hypotheses).

**Exams:** There will be two exams. Each exam will cover approximately half of the course content. The midterm and final exam will consist primarily of short answer and essay questions. Both exams will be based on the material covered in the readings and in class.

**Class participation and preparation:** You are expected to prepare for each class meeting by reading the required chapters/articles. The meaningfulness of this course will be enhanced by class discussion informed by the assigned readings and by the questions that you raise.

**Paper:** Choose a construct (not a diagnostic category) and discuss how it might influence and be influenced by the developmental trajectory. Expected length is about 10 pages.

**Paper is due December 8**

**Grading Plan for Papers:** Roughly, papers will be graded on the following criteria:

- **a.** Organization (e.g., logical flow of material, judicious use of headings, clear definition of the topic and summary of what the paper said).

- **b.** Use of developmental psychopathology theory as the organizing framework for your paper’s thesis.

- **c.** Depth of coverage/complexity of discussion (synthesis and critique of the material, in addition to helpful synopsis of key findings in the literature.)

- **d.** Originality -- extent to which the paper represents an interesting or compelling perspective on the literature in order to shed light on what is known in the field and what else needs to be known.

- **e.** Clarity -- writing that is easy to follow, easy to understand, well composed and readable; includes but not limited to mechanics (spelling, grammar, punctuation, and explanation of unusual terms).

**Grading:**

1. Class Participation and Readings (either a short summary of main points or a question about each of the readings, submitted prior to class) (25% of grade)
2. Midterm Exam: (25% of grade)
3. Paper: (25% of grade)
4. Final Exam: (25% of grade)

**PLEASE NOTE:**

**University Policy on Instructional Modifications:**
Students who have a disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria, are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the
instructor no later than the end of the second week of the term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

**Academic Integrity:**
The University has a nationally recognized Honor Code, administered by the Student Honor Council. The student Honor Council proposed and University Senate approved and Honor Pledge. The University Honor Pledge reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Any member of the campus community can report allegations of academic dishonesty directly to the Honor Council (314-8206).

**CourseEvalUM**
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Weekly Assignments**

**Week 1: September 1—Developmental psychopathology** as an approach to understanding behavior.

Chapter 1: Developmental psychopathology as a scientific discipline: Relevance to behavioral and emotional disorders of childhood and adolescence by Stephen P. Hinshaw

Chapter 2: A Multiple-levels-analysis perspective on research in developmental psychopathology by Dante Cicchetti

Chapter 3: Genetic and environmental influences on behavior by Beauchaine, Hinshaw, & Gatzke-Kopp

**Week 2: September 8—Developmental psychopathology risk factors**

Chapter 4: Child maltreatment and neglect: A neurodevelopmental perspective on the role of trauma in psychopathology by Perry

Chapter 5: Impulsivity and vulnerability to psychopathology by Beauchaine & Neuhaus

Chapter 6: Behavioral inhibition as a risk factor in psychopathology by Jerome Kagan

Chapter 7: Exposure to teratogenic agents as a risk factor for psychopathology by Fryer, Crocker, & Mattson


**Week 3: September 15—Developmental psychopathology risk factors continued**
Chapter 8: Brain injury as a risk factor for psychopathology by Gatzke-Kopp & Shannon

Chapter 9: Affective style as a risk factor for psychopathology by Coan & Allen

Chapter 10: Emotion dysregulation as a risk factor for psychopathology by Cole & Hall

**Week 4 September 22: Measures and Constructs**


**Week 5: September 29: Externalizing Disorders I**

Chapter 11: Attention-Deficit/Hyperactivity Disorder by Nigg & Nicholas

Chapter 12: Conduct and Oppositional Disorders by Lahey

**Week 6: October 6 – Externalizing Disorders II**

Chapter 13: Antisocial Personality Development by Hiatt & Dishion

Chapter 14: Alcohol and Drug Involvement by Brown

**Week 7: October 13- Internalizing Disorders I** (No class)

Chapter 15: Anxiety disorders by Weems & Silverman


**Week 8: October 20: Internalizing Disorders II**

Chapter 16: Depressive disorders by Klein, Torpey, Bufferd, & Dyson

Chapter 17: Development of borderline personality disorder and self-injurious behavior, Crowell, Beauchaine, & Lenzenweger

**Week 9: October 27: Midterm**

**Week 10: November 3: Developmental Disorders, I: Autism spectrum, Schizophrenia**

Chapter 19: Autism Spectrum Disorders: A developmental perspective

Chapter 20: Childhood Schizophrenia
**Week 11: November 10: Developmental Disorders II Intellectual Disability**

**Reserve readings:**

Chapter 12: Intellectual Disability (Mental Retardation) by Handen (In Assessment of Childhood Disorders Fourth Edition, Edited by Eric J. Mash and Russell A. Barkley, 2007, Guilford


**Week 12: November 17: Learning Disabilities**

**Reserve Readings:**


**Week 13: November 24: Emotional Influences on Learning and Cognition**


Chapter 13, When is Good Thinking? Perkins and Ritchhart (2004).

**Week 14: December 1: Child Abuse and Neglect**

**Reserve Readings:**


**Week 15: December 8: Eating disorders; Personality Disorders**
Chapter 21: Eating Disorders by Stice and Bulik

Chapter 17: The Development of Borderline Personality Disorders and self-injurious behavior

DSM V proposals about Personality Disorders (www.dsm5.org/Pages/Default.aspx)

Final exam - to be scheduled