DEVELOPMENTAL PSYCHOPATHOLOGY (PS 549)
Spring 2012, Wednesdays 10:30am-1:30pm
648 Beacon St., Room 225

Professor: Martha C. Tompson, Ph.D.  
Office: 648 Beacon Street, Room 407  
Phone: (617) 353-9495

Office Hours:  
Tuesday 1-2pm  
Thursday 2-3pm  
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Course Description
Developmental Psychopathology is an interdisciplinary field, which is influenced by psychology, medicine, embryology, neuroscience and other disciplines. The last 30 years has seen major advances in our understanding of development -- both typical and atypical. A thorough understanding of normal development is necessary to understand abnormal developmental pathways, and investigation of atypical development informs our understanding of development more generally. This course will be an exploration of child psychopathology from a developmental perspective. This course will focus on concepts and ideas in developmental psychopathology and specific childhood psychopathologies that exemplify these concepts and ideas. It will focus particularly on interactions between the child and his/her environment and the relationship between psychopathology and child development. Recent research in developmental psychopathology will be emphasized.

Course Requirements

Selected Readings: See attached pages for full listing. Copies are available on the secure web site at courseinfo.BU.edu. Please note these are copyrighted materials and are not to be distributed or used in any way outside of this course.

Lecture and Discussion: Some didactic material will be presented; however, the class will focus on discussion of readings, audiovisual presentations, and other supplementary material. Because of the focus on class discussion, it will be imperative for students to read the week’s assigned reading prior to the Friday class. Regular attendance and participation is expected. If you miss more than two classes during the semester, your grade will be lowered one full letter.

Evaluation:  
1) Class presentation (20%) – Each member of the class will present during the course of the semester. These presentations will be 10-15 minutes in length and topics will be discussed during the first class.  
2) Weekly summaries/questions for discussion (40%) – these 2-3-page summaries should be integrative and include questions to further class discussion; they should be prepared prior to class in a single-spaced, typewritten form and will be due at the beginning of each class. The goal of this exercise is to encourage students to think about the readings in an integrated thoughtful fashion. Based on this reading, students will arrive with three to five questions and/or comments to further discussion. These issues may be about common themes and/or contradictions in the literature, reflections on how the readings can be understood in light of our present knowledge, questions about work in the area. Over the course of the semester, two sets of weekly questions may be turned in up to one week late; any other late summaries will result in a reduction of one letter to the final grade in the course.  
3) Exam (40%) -- an exam will be administered during the exam period. This exam will consist of short answer and essay questions. Your final grade will be based on the following algorithm: Class presentation (20%) + Weekly questions for discussion (40%) + final Exam (40%)
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<td>Developmental Psychopathology: Introduction and overview</td>
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<td>Principles of Developmental Psychopathology: Models</td>
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• **Social Behavior**

6 2/22 Biological Vulnerabilities
Case Study: ADHD

• **Overview**
  *Development of Psychopathology*, Chapter 4

• **Model**

7 2/29 Case Study: Disruptive Behavior Disorders

• **Models**
  *Development of Psychopathology*, Chapter 14

8 3/7 Case Study: Autism Spectrum Disorders

• **Models**

9 3/14 Spring Break – No Class

10 3/21 Genetic Vulnerabilities
Case Study: Schizophrenia

• **Genetics as a risk factor**

• **A Neurodevelopmental Disorder**
11 3/28 Interpersonal Vulnerabilities  
Case Study: Depression  
- An interpersonal disorder  
  Development of Psychopathology, Chapters 6 and 10  
- Intergenerational Transmission  

12 4/4 Case Study: Child Trauma  
- Models  

13 4/11 Cognitive Vulnerability Models  
Case Study: Anxiety Problems/Disorders  
- Models  

14 4/18 Substitute Monday Schedule – No Class

15 4/25 Case Study: Eating Pathology  
- Models  

16 5/2 Final discussion of Developmental Psychopathology Models  