

## **DEVELOPMENTAL PSYCHOPATHOLOGY (PS 549)**

**Spring 2012, Wednesdays 10:30am-1:30pm**

648 Beacon St., Room 225

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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**

**Books:** Hankin, B.L. & Abela, J.R.Z. (Eds.; 2005). *Development of Psychopathology: A Vulnerability-Stress Perspective*. Thousand Oaks, California: Sage Publications.

**Selected Readings:** See attached pages for full listing. Copies are available on the secure web site at [courseinfo.BU.edu](http://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%)

**Course Outline**

<b>Week</b>	<b>Day/Date</b>	<b>Topic</b>
1	1/18	Developmental Psychopathology: Introduction and overview
2	1/25	Principles of Developmental Psychopathology: Models <ul style="list-style-type: none"> <li>• <u>Vulnerability-stress</u> <i>Development of Psychopathology</i>, Chapters 1 and 2</li> <li>• <u>Principles</u> Achenbach, T.M. &amp; Rescorla, L.A. (2006). Developmental issues in assessment common taxonomy, and diagnosis of psychopathology: Lifespan and multicultural perspectives. In D. Cicchetti &amp; D.J. Cohen (Eds.), <i>Developmental Psychopathology Volume 1: Theory and Method</i> (2nd edition; Chapter 5, pp. 139-180). Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> </ul>
3	2/1	Normal Development and Risk <ul style="list-style-type: none"> <li>• <u>Temperament</u> Kagan, J. (2001). Temperamental contributions to affective and behavioral profiles in childhood. In S.G. Hofmann &amp; P.M. DiBartolo, <i>From Social Anxiety to Social Phobia; Multiple Perspectives</i> (Chapter 12, pp. 216-234). Boston, Massachusetts: Allyn &amp; Bacon Publishers.</li> <li>• <u>Emotion Regulation</u> <i>Development of Psychopathology</i>, Chapter 3</li> <li>• <u>Neurodevelopment</u> Johnson, MH &amp; de Haan, M. (2006). Typical and atypical human functional brain development. In D. Cicchetti &amp; D.J. Cohen (Eds.), <i>Developmental Psychopathology Volume 2: Developmental Neuroscience</i> (2nd edition; Chapter 4, pp. 197-215). Hoboken, New Jersey: John Wiley &amp; Sons, Inc.</li> </ul>
4	2/8	Normal Development and Risk <ul style="list-style-type: none"> <li>• <u>Self Development</u> Harter, S. (2003). The development of self representations during childhood and adolescence. In M.R. Leary &amp; J.P. Tangney (Eds.), <i>Handbook of Self and Identity</i> (Chapter 30; pp. 610-642). New York, New York: Guilford Press.</li> <li>• <u>Neurodevelopment</u> Spear, L. (2007). The developing brain and adolescence-typical behavior patterns: an evolutionary approach. In D. Romer &amp; E.F. Walker, <i>Adolescent Psychopathology and the Developing Brain: Integrating Brain and Prevention Science</i> (Chapter 1; pp. 9-30). New York, New York: Oxford University Press.</li> <li>• <u>Impact of puberty</u> Archibald, A.B., Graber, J.A., Brooks-Gunn, J. (2003). Pubertal processes and physiological growth in adolescence. In G.R. Adams &amp; M.D. Berzonsky (Eds.), <i>Blackwell Handbook of Adolescence</i> (pp. 24-47). Malden, Massachusetts, USA: Blackwell Publishers.</li> </ul>
5	2/15	Normal Development and Risk <ul style="list-style-type: none"> <li>• <u>Attachment Processes</u> <i>Development of Psychopathology</i>, Chapter 9 Zeanah, C.H. &amp; Smyke, A.T. (2008). Attachment disorders in family and social context. <i>Infant Mental Health Journal</i>, 29(3), 219-233.</li> </ul>

- Social Behavior  
Bales, K.L. & Carter, C.S. (2007). Neuropeptides and the development of social behaviors: Implications for adolescent psychopathology. In D. Romer & E.F. Walker, *Adolescent Psychopathology and the Developing Brain: Integrating Brain and Prevention Science* (Chapter 8; pp. 173-196). New York, New York: Oxford University Press.
- 6      2/22    Biological Vulnerabilities  
Case Study: ADHD
- Overview  
*Development of Psychopathology*, Chapter 4
  - Model  
Barkley, R.A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121, 65-94.
- 7      2/29    Case Study: Disruptive Behavior Disorders
- Models  
*Development of Psychopathology*, Chapter 14  
Dishion, T.J. & Patterson, G.R. (2006). The development and ecology of antisocial behavior in children and adolescence. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology Volume 3: Risk, Disorder and Adaptation* (2nd edition; Chapter 13, pp. 503-541). Hoboken, New Jersey: John Wiley & Sons, Inc.
- 8      3/7      Case Study: Autism Spectrum Disorders
- Models  
Dawson, G. & Toth, K. (2006). Autism Spectrum disorders. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology Volume 3: Risk, Disorder and Adaptation* (2nd edition; Chapter 8, pp. 317-357). Hoboken, New Jersey: John Wiley & Sons, Inc.  
Lockl, K. & Schneider, W. (2007). Knowledge About the Mind: Links Between Theory of Mind and Later Metamemory. *Child Development*, 78(1), 148-167.
- 9      3/14    Spring Break – No Class
- 10     3/21    Genetic Vulnerabilities  
Case Study: Schizophrenia
- Genetics as a risk factor  
Rutter, M. (2002). The interplay of nature, nurture, and developmental influences: The challenge ahead for mental health. *Archives of General Psychiatry*, 59, 996-1000.  
Hemby, S.E. & O'Connor, J.A. (2007). Transcriptional regulation in schizophrenia. In D. Romer & E.F. Walker, *Adolescent Psychopathology and the Developing Brain: Integrating Brain and Prevention Science* (Chapter 5; pp. 103-123). New York, New York: Oxford University Press.
  - A Neurodevelopmental Disorder  
Asarnow, R.F. & Karatekin, C. (2000). Neurobehavioral perspective. In H. Remschmidt (Ed.), *Schizophrenia in Children and Adolescents* (pp. 135-167). New York, New York, USA: Cambridge University press.

- 11     3/28    Interpersonal Vulnerabilities  
Case Study: Depression
- An interpersonal disorder  
*Development of Psychopathology*, Chapters 6 and 10
  - Intergenerational Transmission  
Radke-Yarrow & Klimes-Dougan (2001). Parental depression and offspring disorders: a developmental perspective. *Children of Depressed Parents: Mechanisms of Risk and Implications for Treatment* (Chapter 7, pp. 155-173).
- 12     4/4     Case Study: Child Trauma
- Models  
Saxe, G.N., Stoddard, F., Hall, E., Chawla, N., Lopez, C., Sheridan, R., King, D., King, L. & Yehuda, R. (2005). Pathways to PTSD, Part 2: Children with Burns. *American Journal of Psychiatry*, 162, 1299-1304.  
Kaplow, J.B., Dodge, K.A., Amaya-Jackson L. & Saxe, G.N. (2005). Pathways to PTSD, Part 2: Sexually abused children. *American Journal of Psychiatry*, 162, 1305-1310.  
Gunnar, M.R. (2007). Stress effects on the developing brain. In D. Romer & E.F. Walker, *Adolescent Psychopathology and the Developing Brain: Integrating Brain and Prevention Science* (Chapter 6; pp. 127-147). New York, New York: Oxford University Press.
- 13     4/11    Cognitive Vulnerability Models  
Case Study: Anxiety Problems/Disorders
- Models  
*Development of Psychopathology*, Chapters 5 and 11  
McClure, E.G. & Pine, D.S. (2006). Social anxiety and emotion regulation: A model for developmental psychopathology perspectives on anxiety disorders. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology Volume 3: Risk, Disorder and Adaptation* (2nd edition; Chapter 12, pp. 470-502). Hoboken, New Jersey: John Wiley & Sons, Inc
- 14     4/18    Substitute Monday Schedule – No Class
- 15     4/25    Case Study: Eating Pathology
- Models  
*Development of Psychopathology*, Chapters 8 and 12  
Ohring, R., Graber, J.A. & Brooks-Gunn, J. (2002). Girls' concurrent and recurrent body dissatisfaction: Correlates and consequences over 8 years. *International Journal of Eating Disorders*, 31, 404-415.
- 16     5/2     Final discussion of Developmental Psychopathology Models  
Pickles & Hill (2006). Developmental pathways. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology Volume 1: Theory and Method* (2nd edition; Chapter 7, pp. 211-243). Hoboken, New Jersey: John Wiley & Sons, Inc