



Department of Psychology
Psychology 653 (L01) – Child Psychopathology
Winter 2010 – Course Outline

Instructor:	Eric J. Mash, Ph.D., R. Psych.	Email:	mash@ucalgary.ca
Office:	Admin. 251D	Office Phone:	220-5570
Lecture Day/Time:	Fridays 09:00 – 11:50 hours	Location:	A 135A

Required Text and Readings:

- (1) Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology (2nd ed.)*. New York: Guilford Press.
- (2) Specific weekly readings as assigned.

Recommended:

- (1) American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders DSM-IV-TR (Text Revision)*. Washington, DC: Author.

Course Blackboard:

An information resource, Blackboard, has been set up to access information related to the course.

General Course Description:

“Science is not a collection of facts, any more than opera is a collection of notes. It’s a process, a way of thinking, based on a single insight—that the degree to which an idea seems true has nothing to do with whether it is true, and that the way to distinguish factual ideas from false ones is to test them.” (Ferris, 1998, p. 5)

The purpose of PSYC 653 is to provide an overview of the major psychological disorders of childhood and adolescence with an emphasis on the characteristics of the disorders, their determinants, and current theoretical formulations and research. We will consider childhood disorders primarily from the developmental psychopathology and developmental-systems conceptual perspectives. The course will take an empirical approach that focuses on recent research into the etiology and developmental course of child and adolescent disorders. Some attention will be given to strategies for intervention and prevention as a context for informing your understanding of child psychopathology, but intervention and prevention strategies will not be the focus of the course. The primary clinical skills that will be targeted in this course are diagnosis and case conceptualization. Strategies and issues for the assessment of child and

adolescent problems in the service of diagnosis and case conceptualization will be addressed, but assessment and treatment are not the primary focus. The course is intended for students who already have background preparation in both abnormal psychology (preferably abnormal child psychology) and child development, and graduate level coursework in research methods and statistics. Since current theory, research, and clinical findings will be emphasized, basic foundation knowledge in abnormal psychology and child development will not be reviewed in any detail. PSYC 653 is a core offering in the program in clinical psychology. Course demands and expectations are consistent with those for students who are enrolled in a predoctoral/doctoral level program of research and training in clinical psychology.

Course Objectives:

The overall objectives of PSY 653 are the acquisition of knowledge, understanding, and critical thinking about:

1. Basic characteristics of child and adolescent disorders, including common developmental pathways, neurobiological, psychosocial, environmental, and cultural determinants, and risk and protective factors.
2. Current conceptual frameworks for defining and understanding child and adolescent disorders, particularly a developmental psychopathology (Sroufe & Rutter, 2000) and developmental-systems perspective (Mash & Dozois, 2003).
3. Issues and approaches to classification, diagnosis, and assessment of child and adolescent psychopathology.
4. Conceptual issues associated with the study of child and adolescent disorders.
5. Current research findings for various types of child and adolescent psychopathology.
6. Research and design issues in the study of child and adolescent psychopathology.
7. Implications of knowledge about child and adolescent psychopathology for prevention and intervention.

Class Schedule, Topics, and Assigned Text Chapters: *, **

Date	Topic	Text Chapters**	
January	15	Introduction/Organizational Meeting	1 (pp. 3-30)
	22	Models of Childhood Disorders-Classification	1 (pp. 30-55)
January	29	Attention Deficit Hyperactivity Disorder	2
February	5	Conduct and Oppositional Defiant Disorders	3
		Adolescence Substance Use Disorders	4
	12	Anxiety Disorders in Children and Adolescents	6
		Post-traumatic Stress Disorder	7
	19	Reading Days – No Class	
	26	Mood Disorders in Children and Adolescents	5
		Pediatric Bipolar Disorder	
March	5	Mid-Term	--
	12	Social Withdrawal and Peer Problems	8
	19	Autistic Disorder	9
	26	Disorder and Risk for Disorder	13
		Child Maltreatment	14
April	2	University Closed (Good Friday) – No Class	11
			12
April	9	Mental Retardation (Intellectual Disabilities)	--
		Learning Disabilities	
	16	Eating Disorders	15
April	21	Final Examination	--

*** Note: Adjustments may be made in our class schedule and readings as required.**

****Also see weekly assigned readings that are listed in this outline.**

Course Format and Requirements:

This course will be taught in a seminar format. Therefore, a heavy emphasis will be placed on class discussion of assigned readings and related issues. Readings will be assigned each week and will serve as the basis for class discussions of each topic. Class time will be used to discuss

the assigned topics and readings in a seminar format and, for student presentations. Students are expected to read the assigned material prior to each class, to prepare thought questions to facilitate class discussion, to be prepared to outline an assigned reading for class, and to participate fully in all class discussions. As described below, you will also prepare and submit a thought paper addressing conceptual, research and other issues arising from your readings for each week. While I shall frequently offer opinions, tell stories, and pontificate, the success of the course will depend in large measure on your willingness to pitch in, take a chance, and otherwise actively engage the subject matter through spirited discussion and debate.

There will be two examinations in this course, a 3-hour in-class mid-term examination on March 5 (9:00-12:00 hrs), and a 3-hour final examination on April 21 (9:00 – 12:00 hrs). Examinations will consist of short answer, short essay, and essay questions designed to assess your mastery of basic information as well as your ability to integrate and communicate your understanding of the material covered in both the assigned readings and class seminars.

You will also be required to give a 90-minute in-class oral presentation on a controversial issue related to one of our weekly topics. Presentation grades will be based on: the appropriateness and quality of your assigned reading(s) to the class; the quality of your handout and reading list; material used in your presentation; knowledge and mastery of the topic as reflected in your presentation; organization and quality of the presentation; class engagement and discussion.

Further details for each of the above assignments are provided below.

Evaluation:

Grades will be assigned based on the following assignments and percentages:

Assignment	Percentage	Due Date
Mid-term examination	30%	March 5
Class Presentation	20%	TBA
Class Preparation, Participation, and Written Comments	20%	Weekly
Final Examination	30%	April 21

Please Note: In order to manage the course and to mirror some of the demands commonly present in your future role as a clinical scientist and professional psychologist, due dates for class assignments (distribution of readings, handouts, class presentations, exams) are viewed strictly. No late assignments will be accepted.

Grading:

Percentages below indicate the approximate standard required for each letter grade; some or all cutoffs may be lowered but will not be raised.

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.

IMPORTANT: A student seeking reappraisal of graded exams, assignments, etc. must discuss his/her work with the instructor within 15 days of being notified of the mark of the work having been returned to the class. In accord with Faculty regulations, the whole assignment or exam will be re-marked, and the mark may be raised, lowered, or remain the same. No reappraisal is permitted after the fifteen-day period.

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Description of Assignments:

1. Class Preparation, Participation, Thought Papers

To facilitate class discussions, you are expected to keep up with the assigned readings on a weekly basis (text, assigned journal articles/chapters). We will begin each class with a discussion of the assigned readings, and each class member will be expected to comment on and raise important issues, questions, and ideas related to these readings.

Each of you is required to submit a thought paper each week that will help you prepare for class discussions through thoughtful engagement with the readings. In your thought paper you should raise interesting issues and questions that you can then discuss and attempt to resolve in our class discussions. Your thought papers *are not intended to be summaries of the readings*. The emphasis should be on drawing from what you have read to identify important ideas, dilemmas, controversies, and tension among ideas. There are several different ways to achieve this goal. One approach to writing a thought paper that you may find helpful is to identify and challenge your assumptions about the topic—or an element of it—and explore alternative ways of thinking and acting. You might also consider and integrate ideas raised in current readings with those raised in prior readings, in this course or another. You should consider both pro and con arguments for a position. For instance, your thought paper might describe: 1) a commonality that you discovered among the readings, 2) a research idea or problem, 3) a new

concept, 4) a proposal that you disagree with, or 5) an expansion of your knowledge of child psychopathology. A thought paper may capture an original thought that might shape your approach to child and adolescent psychopathology.

You are responsible for e-mailing one copy of your thought paper to the instructor (mash@ucalgary.ca) prior to our class time, beginning with our first class on January 15, 2010. Your thought paper should not exceed two single-spaced pages in length (plus any references). The issue(s) that you focus on may be based on a selection of the readings, but you should give some thought, attention, and coverage to all of the assigned readings for that week in your thought paper. You are not required to submit a thought paper on the day that you are giving a class presentation.

During three class periods (January 15, January 22, January 29), assigned readings will be divided so that one student is primarily responsible for each reading and for leading a discussion of this article. In these three classes, that student is expected to provide a brief outline of their assigned reading in class and to prepare and raise thought questions to facilitate class discussion. Although one person will take the lead on specific articles in these classes, all students are expected to read the assigned material prior to each class session and to participate fully in the class discussion. In these three classes only, your thought paper may focus exclusively on issues raised in the reading for which you have responsibility.

The 20% of your grade that is associated with readings, seminar participation and involvement, and thought papers will be assigned based on my appraisal of several factors. Among these are:

- Your mastery of the required readings.
- The quality and thoughtfulness of issues and questions that you raise in your weekly thought papers. Thought papers will be graded as √+ (excellent), √ (satisfactory), or √- (needs improvement).
- Your seminar participation, involvement, and contributions as reflected in such things as comments and questions indicating that you have carefully read and thought about the assigned readings for a particular week.
- Your active participation and involvement in class presentations and discussions, and the thoughtfulness and quality of your comments.

A letter grade for readings, class participation, and thought papers will be assigned after the mid-term (March 5) and at the end of the course; however, you can and are encouraged to seek individual, informal feedback at any time during the course.

2. Class Presentation

You are to make one 90-minute class presentation in which you select a contemporary controversial issue(s) related to the designated weekly topic. In your presentation, you should address both sides of the issue, and outline the specific research evidence for and against. In conjunction with your presentation, you should identify what you think is an especially important/interesting 2007/2008/2009 original empirical **research** article (not a review paper) that is particularly relevant to the controversial issue you have selected. A hard copy (unless specified by individual class members that an electronic copy is preferred) of this research

article should be provided to the instructor and to each class member at least one-week prior to your presentation. As *one part* of your presentation you should critically evaluate the research study you have selected and its implications for our understanding of child and adolescent psychopathology. In doing this you should consider the theoretical rationale for the study, research design and methods, findings, and conclusions. You should also raise issues and questions about the article for class discussion. Remember, everyone will have read the article you assigned prior to class, so you should not spend much time summarizing or simply repeating information that is in the article. Rather, the goal of this part of your presentation is to provide your own critical review, analysis, and *discussion* of important conceptual, methodological, and other issues that are raised by the article in the context of your presentation topic.

Prior to or during the first week of the course, you will select one of seven general class presentation topics. The controversial issue you select will be in relation to one of these broad topics:

- 1. February 12 – Childhood Post-traumatic Stress Disorder**
- 2. February 26 – Pediatric Bipolar Disorder**
- 3. March 12 – Peer Relationship Problems**
- 4. March 19 – Autistic Disorder**
- 5. March 26 – Disorder and Risk for Disorder**
- 6. April 9 – Learning Disabilities**
- 7. April 16 – Eating Disorders**

To facilitate your presentation you should prepare a concise handout (2 page single-spaced maximum + reference list). A hard copy of your handout and PowerPoint slides should be given to each class member and to the instructor on the day of your presentation. This handout should provide a detailed overview of your presentation as well as relevant references in support of your points.

Some of the issues that you may wish to consider in your critical analysis of the journal article that is part of your presentation are listed below. These points are intended to get you to think about a range of possible issues related to the research article. No doubt there will be others depending on the nature of the research. NOTE: The points *are not* intended to serve as the organization for your presentation/discussion of the research article or an outline of points that you necessarily need to cover in your presentation.

A. Introduction

1. Briefly consider the topic of the research. Summarize the most pertinent past research.
2. What additional information is the present research study supposed to add to the field?
3. State the study' hypothesis or hypotheses. If there are no hypotheses, what is the intent of the study?

B. Method

1. Who were the subjects? Were they selected in any specific manner or by any criteria? Were any subjects excluded from participation? If so, why?
2. What measures were used to assess the constructs of interest? Who were the informants?
3. What is the setting of the study?
4. Identify the type of design used (e.g., experimental, correlational, naturalistic, etc.) and summarize the design.
5. List all of the variables. Indicate how they were operationally defined.
 - a. If correlational, indicate which variables were to be associated with one another.
 - b. If experimental, indicate which variables are independent and which are dependent.

C. Confounds and Ethical Issues

1. Indicate whether or not there were any biases present in the selection of subjects. If so, how could they have been avoided?
2. Indicate whether or not there were any biases present during the running of the study (consider experimenter bias, subject bias, etc.).
3. Consider current ethical guidelines for research. Were the subjects at any risk? If so, what safeguards did the research introduce into the study?
4. Did you find any ethical issues that were not addressed adequately? If so, describe why you do not think they were adequate and how you would address them.

D. Results

1. Are there any descriptive statistics used? Which ones? What do they tell you?
2. Are there any inferential statistics used? Which ones? What do they tell you?
3. Explain how the results support or do not support the hypotheses.

E. Discussion

1. What major conclusions do the authors draw?
2. How are their findings related to prior research?
3. Do the conclusions follow logically from the results? Are there any unwarranted, hidden, assumptions of causality?
4. Are the results trustworthy or not?
5. Do the authors suggest any theoretical implications? If so, what? Discuss briefly whether or not you agree with their theoretical interpretations.
6. Do the authors suggest any practical implications? If so, what?
7. Do you think this research study was well executed? If not, what were some of the flaws? How might you overcome these flaws in future research?
8. To what populations or settings would you be willing to extend or generalize the conclusions?
9. Do the authors draw any conclusions you are unwilling to accept? If so, please explain.
10. What future research do the authors suggest?

Grades for your class presentation will be based on my appraisal of the *significance* of the controversial issue you have selected, your review of evidence on both sides of the issue, the research findings you present to support each of your points, the importance and thoughtfulness of the points you raise for discussion, and the significance, quality, and relevance of the journal article you have assigned, and your understanding and mastery of this article.

In assigning the grade for your presentation a number of factors will be taken into account: (a) how well you synthesize and communicate the major points and issues related to the controversial issue you have selected; (b) the clarity and organization of your presentation; (c) the accuracy of what you present; (d) the level of interest and issues that you raise for class discussion; (e) the quality of this discussion and your success in engaging others; (e) the appropriateness and quality of the research article you have assigned; (f) your critical analysis of the article; and (d) the clarity and organization of your class handout and your choice of key references, as well as their quality and appropriateness.

Some, although by no means all, of the journals that publish original research reports in the area of child and adolescent psychopathology that you may wish to consult in selecting your research article include:

Key Journals:

Journal of Abnormal Child Psychology
Journal of Child Psychology and Psychiatry
Journal of the American Academy of Child and Adolescent Psychiatry
Development and Psychopathology
Journal of Abnormal Psychology
Journal of Clinical Child and Adolescent Psychology

Other Journals:

Journal of Autism and Developmental Disorders
Journal of Family Psychology
American Journal of Orthopsychiatry
Child Abuse & Neglect
Child Development
Developmental Psychology
Pediatrics
Journal of the American Association on Mental Deficiency
Journal of Consulting and Clinical Psychology
Journal of School Psychology
Journal of Pediatric Psychology
Family Process
Journal of Marriage and the Family
Family Violence
Journal of Interpersonal Violence
American Journal of Psychiatry
Archives of General Psychiatry

3. Examinations:

Examinations will consist of short answer, short essay, and essay questions designed to assess your mastery of basic information about child psychopathology (e.g., DSM-IV-TR criteria, specific terminology, prevalence information, theories, research issues and findings, etc.) as

well as your ability to integrate, critically evaluate, and communicate an understanding of the material covered in both the assigned readings and class seminars.

(1) Mid-term examination: The mid-term will cover Chapters 1-7 of the Mash and Barkley text, weekly assigned readings, and class seminar discussions and presentations.

(2) Final Examination: The final will emphasize Chapters 8, 9, and 11-15 of the text, weekly assigned readings during the second half of the course, and class seminar discussions and presentations. In addition, the final examination will be cumulative in that it may also include integrative questions that require knowledge and understanding of basic information and issues related to readings and class discussions that have taken place throughout the entire course.

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Evacuation Assembly Point:

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Important Dates:

The last day for registration/change of registration is **Jan 22nd, 2010**. The last day to withdraw from this course is **Apr 16th, 2010**.

Recommended Books

Listed below are a number of recommended books that are available in the library. These books are general references that you may find useful in preparing your paper or class presentation, or in expanding your knowledge base on the various topics that we will be covering throughout the course.

Bell, D. J., Foster, S. L., & Mash, E. J. (Eds.). (2005). *Handbook of behavioral and emotional problems in girls*. New York: Kluwer/Plenum Publishing.

Cicchetti, D. (and others) (Eds.). (1989-1999). *Rochester symposium on developmental psychopathology* (Vols. 1-9). New York: University of Rochester Press.

Cicchetti, D., & Cohen, D. J. (2006). *Developmental psychopathology* (2nd ed. Vols. 1, 2, 3). New York: Wiley.

Mash, E. J., & Barkley, R. A. (Eds.). (2006). *Treatment of childhood disorders* (3rd ed). New York: Guilford.

Mash, E. J., & Barkley, R. A. (Eds.). (2007). *Assessment of childhood disorders* (4th ed.). New York: Guilford Press.

Wolfe, D. A., & Mash, E. J. (Eds.). (2006). *Behavioral and emotional problems in adolescents: Nature, assessment and treatment*. New York: Guilford.

Zeanah, C. H., Jr. (2000). *Handbook of infant mental health* (2nd. ed.). New York: Guilford.

General Framework for Coverage of Each Disorder:

The following general framework may be of help to you in organizing information for each of the disorders to be covered.

I. Definition and Classification

A. Clinical Description

1. Behavioral symptoms (e.g., aggression, social avoidance)
2. Emotional symptoms (e.g., disturbances in affect)
3. Peer relationships
4. Cognitive functioning
5. Related physical conditions
6. Other associated characteristics

B. Demographic/Epidemiological Information

1. Prevalence and co-morbidity
2. Gender, ethnic, and cultural differences

C. DSM-IV-TR Criteria

II. Theory and Etiology

A. Theoretical Explanations (e.g., learning, family systems)

B. Neurobiological/Genetic Influences (e.g., brain injury)

C. Teratogenic Agents

D. Family Factors (e.g., interaction patterns, childrearing style, parent characteristics)

E. Child Factors (e.g., temperament, age, sex)

F. Socio-cultural Factors (poverty, teen parents)

III. Course of the Disorder

A. Onset and duration, developmental course, adult outcomes

B. Risk Factors (e.g., child maltreatment, impulsivity, behavioral inhibition, brain injury, exposure to teratogenic agents, brain injury, affective style, emotion dysregulation).

C. Protective Factors

D. Common Developmental Pathways

E. Implications for Prevention and Intervention

IV. Other Special Considerations and Issues

Required Readings:

Note: Assigned journal articles are available on-line through the University library.

January 15 – Introduction/Organizational Meeting*

Mash and Barkley - Chapter 1, pp. 3-30.

- Rutter, M., & Sroufe, L. A. (2000). Developmental psychopathology: Concepts and challenges. *Developmental and Psychopathology, 12*, 265-296. (2)
- Rutter, M. (2005). Multiple meanings of a developmental perspective on psychopathology. *European Journal of Developmental Psychology, 2*, 221-252.
- Taylor, E., & Rogers, J. W. (2005). Practitioner review: Early adversity and developmental disorders. *Journal of Child Psychology and Psychiatry, 46*, 451-467.
- Rutter, M., Kim-Cohen, J., & Maughan, B. (2006). Continuities and discontinuities in psychopathology between childhood and adult life. *Journal of Child Psychology and Psychiatry, 47*, 276-295.
- Costello, E. J., Foley, D. L., & Angold, A. (2006). 10-year research update review: The epidemiology of child and adolescent psychiatric disorders: II. Developmental epidemiology. *Journal of the American Academy of Child and Adolescent Psychiatry, 45*, 8-25.
- Beauchaine, T. P., Neuhaus, E., Brenner, S. L., & Gatzke-Kopp, L. (2008). Ten good reasons to consider biological processes in prevention and intervention research. *Development and Psychopathology, 20*, 745-774.

January 22 - Models of Childhood Disorders/Classification*

Mash and Barkley – Chapter 1, pp. 30-55.

Angold, A., & Costello, E. J. (2009). Nosology and measurement in child and adolescent psychiatry. *Journal of Child Psychology and Psychiatry, 50*, 9-15.

Lahey, B. B., D'Onofrio, B. M., & Waldman, I. D. (2009). Using epidemiologic methods to test hypotheses regarding causal influences on child and adolescent mental disorders. *Journal of Child Psychology and Psychiatry, 50*, 53-62.

Pennington, B. F. (2009). How neuropsychology informs our understanding of developmental disorders. *Journal of Child Psychology and Psychiatry, 50*, 72-78.

Yasui, M., & Dishion, T. (2007). The ethnic context of child and adolescent problem behavior: Implications for child and family interventions. *Clinical Child and Family Psychology Review, 10*, 137-179. (pp. 137-163)

Hinshaw, S. P. (2005). The stigmatization of mental illness in children and parents: developmental issues, family concerns, and research needs. *Journal of Child Psychology and Psychiatry, 46*, 714-734.

Zahn-Waxler, C., Shirtcliff, E. A., & Marceau, K. (2008). Disorders of childhood and adolescence: Gender and psychopathology. *Annual Review of Clinical Psychology, 4*,

275-303.

Shiner, R. (2009). The development of personality disorders: Perspectives from normal personality development in childhood and adolescence. *Development and Psychopathology, 21*, 715-734.

January 29 – Attention-Deficit/Hyperactivity Disorder (ADHD)

Mash and Barkley - Chapter 2

Taylor, E. (2009). Developing ADHD. *Journal of Child Psychology and Psychiatry, 50*, 126-132.

Coghill, D., Nigg, J., Rothenberger, A., Sonuga-Barke, E., & Tannock, R. (2005). Whither causal models in the neuroscience of ADHD? *Developmental Science, 8*, 105-114.

Sonuga-Barke, E. J. S., Auerbach, J., Campbell, S. B., Daley, D., & Thompson, M. (2005). Varieties of preschool hyperactivity: Multiple pathways from risk to disorder. *Developmental Science, 8*, 141-150.

Martel, M. M. (2009). Research Review: A new perspective on attention-deficit/hyperactivity disorder: Emotion dysregulation and trait models. *Journal of Child Psychology and Psychiatry, 50*, 1042-1051.

Krain, A. L., & Castellanos, F. X. (2006). Brain development and ADHD. *Clinical Psychology Review, 26*, 433-444.

Waldman, I. D., & Gizer, I. R. (2006). The genetics of attention deficit hyperactivity disorder. *Clinical Psychology Review, 26*, 396-432.

Johnston, C., & Mash, E. J. (2001). Families of children with attention/deficit hyperactivity disorder: Review and recommendations for future research. *Clinical Child and Family Psychology Review, 4*, 185-207.

February 5 - Conduct and Oppositional Defiant Disorders Adolescent Substance Use Disorders

Mash and Barkley - Chapters 3 and 4

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*, 349-371.

Loeber, R., Burke, J., & Pardini, D. A. (2009). Perspectives on oppositional defiant disorder, conduct disorder, and psychopathic features. *Journal of Child Psychology and Psychiatry, 50*, 133-142.

Calkins, S. D., & Keane, S. P. (2009). Developmental origins of early antisocial behavior. *Development and Psychopathology, 21*, 1095-1109.

Frick, P. J., & Viding, E. (2009). Antisocial behavior from a developmental psychopathology perspective. *Development and Psychopathology, 21*, 1111-1131.

February 12 - Anxiety Disorders in Children and Adolescents Post-traumatic Stress Disorder

Mash and Barkley - Chapters 6 and 7

Klein, R. G. (2009). Anxiety disorders. *Journal of Child Psychology and Psychiatry, 50*, 153-162.

Bogels, S. M., & Brechman-Toussaint, M. L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing, and beliefs. *Clinical Psychology Review, 26*, 834-856.

1. Presentation article PTSD: _____

Recommended:

Pine, D. S. (2007). Research review: A neuroscience framework for pediatric anxiety disorders. *Journal of Child Psychology and Psychiatry, 48*, 631-648.

Gregory, A. M., & Eley, T. C. (2007). Genetic influences on anxiety in children: What we've learned and where we're heading. *Clinical Child and Family Psychology Review, 10*, 199-212.

February 26 – Mood Disorders in Children and Adolescents

Mash and Barkley - Chapter 5

Miller, A. (2007). Social neuroscience of child and adolescent depression. *Brain and Cognition, 65*, 47-68.

Weiss, B., & Garber, J. (2003). Developmental differences in the phenomenology of depression. *Development and Psychopathology, 15*, 403-430.

Brent, D. A., & Maalouf, F. T. (2009). Pediatric depression: Is there evidence to improve evidence-based treatments? *Journal of Child Psychology and Psychiatry, 50*, 143-152.

2. Presentation article Pediatric Bipolar Disorder: _____

March 5 – Mid-term Examination

March 12 - Social Withdrawal and Peer Problems

Mash and Barkley - Chapter 8

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.

Rose, A. J., & Rudolph, K. D. (2006). A review of sex differences in peer relationship processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin, 132*, 98-131.

3. Presentation article Peer Relationships: _____

March 19- Autistic Disorder

Mash and Barkley - Chapter 9

Volkmar, F. R., State, M., & Klin, A. (2009). Autism and autism spectrum disorders: Diagnostic issues for the coming decade. *Journal of Child Psychology and Psychiatry, 50*, 108-115.

Dawson, G., Webb, S., Schellenberg, G. D., Dager, S., Friedman, S., Aylward, E., & Richards, T. (2002). Defining the broader phenotype of autism: Genetic, brain, and behavioral perspectives. *Development and Psychopathology, 14*, 581-611.

Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology, 20*, 775-803.

Sigman, M., Spence, S. J., & Wang, A. T. (2006). Autism from developmental and neuropsychological perspectives. *Annual Review of Clinical Psychology, 2*, 327-355.

4. Presentation article Autistic Disorder: _____

March 26 - Disorder and Risk for Disorder and Child Maltreatment

Mash and Barkley - Chapters 13 and 14

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology, 28*, 759-775.

Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and Psychopathology, 15*, 691–718.

Rutter, M., Kreppner, J., & Sonuga-Barke, E. (2009). Emanuel Miller Lecture: Attachment insecurity, disinhibited attachment, and attachment disorders: where do research findings leave the concepts? *Journal of Child Psychology and Psychiatry, 50*, 529-543.

5. Presentation article Disorder and Risk for Disorder: _____

April 2 – University Closed (Good Friday) – No Class

April 9 - Mental Retardation (Intellectual Disabilities) and Learning Disabilities

Mash and Barkley – Chapters 11, 12

Hodapp, R. M., & Dykens, E. M. (2009). Intellectual disabilities and child psychiatry: Looking to the future. *Journal of Child Psychology and Psychiatry, 50*, 99-107.

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. I: Prevalence and impact. *Journal of the American Academy of Child and Adolescent Psychiatry, 42*, 915-922.

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. II: Child and family predictors. *Journal of the American Academy of Child and Adolescent Psychiatry, 42*, 923-931.

Dekker, M. C., & Koot, H. M. (2003). Emotional and behavioral problems in children and adolescents with and without intellectual disability. *Journal of Child Psychology and Psychiatry, 43*, 1087-1098.

6. Presentation article Learning Disabilities: _____

April 16 - Eating Disorders

Mash and Barkley - Chapter 15

Peel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin, 129*, 747–769.

Polivy, J., & Herman, C. P. (2002). Causes of eating disorders. *Annual Review of Psychology, 53*, 187-213.

7. Presentation article Eating Disorders: _____

April 21 – Final Examination

PLEASE NOTE: Additions, deletions, adjustments, or changes in required weekly readings or assignments may be made throughout the term as required.

EJM:bm

Research Article/Presentation Topics

Sign-Up Sheet

1. February 12 – Child and Adolescent PTSD

2. February 26 –Pediatric Bipolar Disorder

3. March 12 – Peer Relationship Problems

4. March 19 – Disorder and Risk for Disorder

5. March 26 – Autistic Disorder

6. April 9 – Learning Disabilities

7. April 16 – Eating Disorders

Sign up Sheet for Specific Articles

January 15 – Introduction

1. Rutter, M., & Sroufe, L. A. (2000). Developmental psychopathology: Concepts and challenges. *Developmental and Psychopathology, 12*, 265-296.
2. Rutter, M. (2005). Multiple meanings of a developmental perspective on psychopathology. *European Journal of Developmental Psychology, 2*, 221-252.
3. Taylor, E., & Rogers, J. W. (2005). Practitioner review: Early adversity and developmental disorders. *Journal of Child Psychology and Psychiatry, 46*, 451-467.
4. Rutter, M., Kim-Cohen, J., & Maughan, B. (2006). Continuities and discontinuities in psychopathology between childhood and adult life. *Journal of Child Psychology and Psychiatry, 47*, 276-295.
5. Costello, E. J., Foley, D. L., & Angold, A. (2006). 10-year research update review: The epidemiology of child and adolescent psychiatric disorders: II. Developmental epidemiology. *Journal of the American Academy of Child and Adolescent Psychiatry, 45*, 8-25.
6. Beauchaine, T. P., Neuhaus, E., Brenner, S. L., & Gatzke-Kopp, L. (2008). Ten good reasons to consider biological processes in prevention and intervention research. *Development and Psychopathology, 20*, 745-774.

January 22 - Models of Childhood Disorders/Classification*

1. Angold, A., & Costello, E. J. (2009). Nosology and measurement in child and adolescent psychiatry. *Journal of Child Psychology and Psychiatry, 50*, 9-15.
2. Lahey, B. B., D'Onofrio, B. M., & Waldman, I. D. (2009). Using epidemiologic methods to test hypotheses regarding causal influences on child and adolescent mental disorders. *Journal of Child Psychology and Psychiatry, 50*, 53-62.
3. Pennington, B. F. (2009). How neuropsychology informs our understanding of developmental disorders. *Journal of Child Psychology and Psychiatry, 50*, 72-78.
4. Yasui, M., & Dishion, T. (2007). The ethnic context of child and adolescent problem behavior: Implications for child and family interventions. *Clinical Child and Family Psychology Review, 10*, 137-179. (pp. 137-163)
5. Hinshaw, S. P. (2005). The stigmatization of mental illness in children and parents: developmental issues, family concerns, and research needs. *Journal of Child Psychology and Psychiatry, 46*, 714-734.

6. Zahn-Waxler, C., Shirtcliff, E. A., & Marceau, K. (2008). Disorders of childhood and adolescence: Gender and psychopathology. *Annual Review of Clinical Psychology, 4*, 275-303.
7. Shiner, R. (2009). The development of personality disorders: Perspectives from normal personality development in childhood and adolescence. *Development and Psychopathology, 21*, 715-734.

January 29 – Attention-Deficit/Hyperactivity Disorder (ADHD)

1. Taylor, E. (2009). Developing ADHD. *Journal of Child Psychology and Psychiatry, 50*, 126-132.
2. Coghill, D., Nigg, J., Rothenberger, A., Sonuga-Barke, E., & Tannock, R. (2005). Whither causal models in the neuroscience of ADHD? *Developmental Science, 8*, 105-114.
3. Sonuga-Barke, E. J. S., Auerbach, J., Campbell, S. B., Daley, D., & Thompson, M. (2005). Varieties of preschool hyperactivity: Multiple pathways from risk to disorder. *Developmental Science, 8*, 141-150.
4. Martel, M. M. (2009). Research Review: A new perspective on attention-deficit/hyperactivity disorder: Emotion dysregulation and trait models. *Journal of Child Psychology and Psychiatry, 50*, 1042-1051.
5. Krain, A. L., & Castellanos, F. X. (2006). Brain development and ADHD. *Clinical Psychology Review, 26*, 433-444.
6. Waldman, I. D., & Gizer, I. R. (2006). The genetics of attention deficit hyperactivity disorder. *Clinical Psychology Review, 26*, 396-432.
7. Johnston, C., & Mash, E. J. (2001). Families of children with attention/deficit hyperactivity disorder: Review and recommendations for future research. *Clinical Child and Family Psychology Review, 4*, 185-207.