

**DEP 6059: DEVELOPMENTAL PSYCHOPATHOLOGY
SEC 0141**

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Office Hours: Wednesday, Period 8 (3:00pm – 3:50pm)
Thursday, Period 8, (3:00pm – 3:50pm)
& By Appointment

Class Time: Wednesday, Periods 9-11 (4:05pm-7:05pm)
Exam Period: 29D; April 29, 3:00pm-5:00pm

Class Location: 151 PSY

Course Website: <http://www.psych.ufl.edu/~jagraber/#Teaching>

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 and adolescence. Drawing on traditional models of developmental psychopathology, discussion will focus on the definitions or core concepts such as resilience, adaptation, risk or vulnerability (including individual, familial, and socio-contextual factors), protective factors (again, multi-level), 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. Particular attention will be given to person-context interactions, methodological issues in research on these topics, and designing studies that integrate developmental psychopathology concepts into each student's specific research interests.

Required Readings:

Cummings, E. M., Davies, P. T., & Campbell, S. B. (2000). *Developmental Psychopathology and Family Process*. New York: The Guilford Press.

A set of additional readings will be used.

Suggested Resource:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

COURSE OUTLINE

January 7 Tomasello Colloquium

January 14 Concepts: Dynamic Process, Competence, & Resilience

Required Readings:

Cummings et al., Introduction, Chapters 1, 2, & 3

Masten, A. S., & Curtis, W. J. (2000). Integrating competence and psychopathology: Pathways toward a comprehensive science of adaptation in development. *Development and Psychopathology, 12*, 529-550.

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.

von Eye, A., & Schuster, C. (2000). The odds of resilience. *Child Development, 71*, 563-566.

Roosa, M. W. (2000). Some thoughts about resilience versus positive development, main effects versus interactions, and the value of resilience. *Child Development, 71*, 567-569.

January 21 Concepts: Pathways, Risk, Vulnerability, & Protective Factors

Required Readings:

Cummings et al., Chapters 4 & 5

Jessor, R. (1993). Successful adolescent development among youth in high-risk settings. *American Psychologist, 48*, 117-126.

Ingram, R. E., & Price, J. M. (2001). The role of vulnerability in understanding psychopathology. In R. E. Ingram & J. M. Price (Eds.), *Vulnerability to psychopathology: Risk across the lifespan* (pp. 3-19). New York: The Guilford Press.

Price, J. M., & Lento, J. (2001). The nature of child and adolescent vulnerability: History and definitions. In R. E. Ingram & J. M. Price (Eds.), *Vulnerability to psychopathology: Risk across the lifespan* (pp. 20-38). New York: The Guilford Press.

January 28 Overview of Childhood & Adolescent Disorders

Required Readings:

Cummings et al., Chapter 10

Campbell, S. (2000). Attention deficit/Hyperactivity disorder. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 383-401). New York: Plenum Press.

Dodge, K. A. (2000). Conduct disorder. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 447-463). New York: Plenum Press.

Garber, J. (2000). Development and depression. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 467-490). New York: Plenum Press.

Vasey, M. W., & Ollendick, T. H. (2000). Anxiety. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology, 2nd ed* (pp. 511-529). New York: Plenum Press.

February 4 No class will be held

February 11 Presentations on Classic Studies

February 18 Presentations on Classic Studies

February 25 Psychological Factors: Affect, Regulation, & Stress

Required Readings:

Bradley, S. J. (2000). *Affect regulation and the development of psychopathology*. New York: The Guilford Press. Chapters 1, 2, 5, & 7.

Bugental, D. B., Martorell, G. A., & Barraza, V. (2003). The hormonal costs of subtle forms of infant maltreatment. *Hormones and Behavior, 43*, 237-244.

McEwen, B. S. (2000). The neurobiology of stress: From serendipity to clinical relevance. *Brain Research, 886*, 172-189.

March 3 Family Factors: Parenting

Required Readings:

Cummings et al., Chapters 6, 7, & 8

Brennan, P. A., Hammen, C., Andersen, M. J., Bor, W., Najman, J. M., & Williams, G. M. (2000). Chronicity, severity, and timing of maternal depressive symptoms: Relationships with child outcomes at age 5. *Developmental Psychology, 36*(6), 759-766.

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.

March 10 Spring Break

**March 17 Genetic Factors versus Family Aggregation
& Brief Discussion of Peer Relationships**

Required Readings:

Cummings et al., Chapter 9

Bradley, S. J. (2000). *Affect regulation and the development of psychopathology*. New York: The Guilford Press. Chapter 3

Kendler, K. S. (2001). Twin studies of psychiatric illness. *Archives of General Psychiatry, 58*, 1005-1014.

Silberg, J., Pickles, A., Rutter, M., Hewitt, J., Simonoff, E., Maes, H., Carbonneau, R., Murrelle, L., Foley, D., & Eaves, L. (1999). The influence of genetic factors and life stress on depression among adolescent girls. *Archives of General Psychiatry, 56*, 225-232.

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.

March 24 Gender: Is it an individual or socio-contextual factor?

Required Readings:

Nolen-Hoeksema, S. (1994). An interactive model for the emergence of gender differences in depression in adolescence. *Journal of Research on Adolescence*, 4, 519-534.

Rudolf, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. *Journal of Adolescent Health*, 30(Suppl.), 3-13.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R. A. R., & Updegraff, J. A. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review*, 107, 411-429.

Zahn-Waxler, C. (1993). Warriors and worriers: Gender and psychopathology. *Development and Psychopathology*, 5, 79-89.

Review prior readings, in particular from January 28, for relevant sections on gender differences.

March 31 Socio-contextual Factors: Race & Culture

Required Readings:

DuBuis, D. L., Burk-Braxton, C., Swenson, L. P., Tevendale, H. D., & Hardesty, J. L. (2002). Race and gender influences on adjustment in early adolescence: Investigation of an integrative model. *Child Development*, 73(5), 1573-1592.

Garcia Coll, C., & Garrido, M. (2000). Minorities in the United States: Sociocultural context for mental health and developmental psychopathology. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology*, 2nd ed (pp. 177-195). New York: Plenum Press.

McLoyd, V. C., Jayaratne, T. E., Ceballo, R., & Borquez, J. (1994). Unemployment and work interruption among African American single mothers: Effects on parenting and adolescent socioemotional functioning. *Child Development*, 65, 562-589.

Szalacha, L. A., Erkut, S., Garcia Coll, C., Fields, J. P., Alarcon, O., & Ceder, I. (2003). Perceived discrimination and resilience. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 414-435). New York: Cambridge University Press.

April 7 Socio-contextual Factors: Poverty

Required Readings:

Adler, N. E., Boyce, T., Chesney, M. A., Cohen, S., Folkman, S., Kahn, R. L., & Syme, S. L. (1994). Socioeconomic status and health: The challenge of the gradient. *American Psychologist*, 49(1), 15-24.

Cauce, A. M., Stewart, A., Rodriguez, M. D., Cochran, B., & Ginzler, J. (2003). Overcoming the odds? Adolescent development in the context of urban poverty. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 343-363). New York: Cambridge University Press.

Costello, E. J., Keeler, G. P., Angold, A. (2001). Poverty, race/ethnicity, and psychiatric disorder: A study of rural children. *American Journal of Public Health*, 91, 1494-1498.

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.

Sampson R, Raudenbush SW, and Earls F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science*, 277, 918-924.

Smith, J. R., Brooks-Gunn, J., Kohen, D., & McCarton, C. (2001). Transitions on and off AFDC: Implications for parenting and children's cognitive development. *Child Development*, 72 (5), 1512-1533.

April 14 Prevention

Required Readings:

Cummings et al., Chapter 11

Curtis, W. J., & Nelson, C. A. (2003). Toward building a better brain. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 463-488). New York: Cambridge University Press.

Coie, J. D., Miller-Johnson, S., & Bagwell, C. (2000). Prevention Science. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology*, 2nd ed (pp. 93-112). New York: Plenum Press.

April 21 Research Proposal Presentations
Written Proposals Due

April 29 Research Proposal Presentations

COURSE REQUIREMENTS

- (1) Completion of all weekly reading assignments and generation of a synopsis of critical questions from the readings.
- (2) Attendance and active participation in all class sessions.
- (3) Presentation on Classic Study and a 1-page handout on the study for the class.
- (4) Presentation to class and submission of a research proposal that incorporates concepts from developmental psychopathology.

GRADES

Critical Questions and Participation	30%
Presentation on a classic study	30%
Presentation and Proposal	40%

DESCRIPTION OF ASSIGNMENTS

Readings and critical questions

Each week (for which readings are assigned) students should generate a list of critical questions about the readings. Some readings may have multiple concepts so it will not be feasible to cover all of them. Instead, focus on a few points that you think are particularly important, of interest, or simply not explained well or conceptually sound, and generate questions that you feel need to be answered in order to expand the issue or move the field to the next step on these topics. Provide a brief synopsis explaining why you generated the question. The list should include 2-3 questions for each week; the questions and rationale for each should not exceed 1-2 typed, single-spaced pages.

Presentation on a Classic Study

Several classic studies are frequently cited as being either the foundations for the concepts that shaped the field of Developmental Psychopathology or are considered exemplars of research conducted under this framework. In many cases, the core investigators have written a “landmark book” about the study or there are a series of articles from a project. Each student will present on one of these studies. For the assignment, the student should provide a description of the original goals of the study and the design of the study (including a brief description of participants and methods used). In addition, the student should outline why this study was important and how it has influenced subsequent research or theories on this topic. Presentations should be about 30 minutes in length. Time will be available for class discussion of issues raised in the presentation. Also, each presentation should have a 1-page handout about the study for distribution to the class. Handouts should be in paragraph rather than bulleted format and single-spaced.

Research Proposal & Presentation

Students will submit a research proposal paper on a topic of her or his choice. The topic should be submitted for approval and must fit into a Developmental Psychopathology framework.

Papers are due on April 21. 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. The specific questions the study will address should be included along with hypotheses, unless an aspect of the study is exploratory. A complete method section should be included. Results and discussion sections may be collapsed into a section describing the analysis plan, discussion of the implications of the study and the limitations of the study. Proposals should follow APA style and format.

Proposals will be presented to the class on April 21 and April 29. Presentations should be about 30-40 minutes in length.

Classic Studies in Developmental Psychopathology

Cairns, R. B., & Cairns, B. D. (1994). *Lifelines and risks: Pathways of youth in our time*. New York: Cambridge University Press.
Available at HSC or Ed libraries.

Elder, G. H., Jr. (1974). *Children of the Great Depression: Social change in the life experience*. Chicago: University of Chicago Press.
Available at Ed or Library West; 1999 edition with new forward available at Library West.

Furstenberg, F. F., Jr., Brooks-Gunn, J., & Morgan, S. P. (1987). *Adolescent mothers in later life*. New York: Cambridge University Press.
Available at Ed or Library West.

Rutter, M. (1966). *Children of sick parents: An environmental and psychiatric study*. London: Oxford University Press.
Available at HSC.

Sampson, R. J., & Laub, J. H. (1993). *Crime in the making: Pathways and turning points through life*. Cambridge, MA: Harvard University Press.
Available at Library West.

Werner, E. E., & Smith, R. S. (1982). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: McGraw-Hill.
Available at Library West. This book is the original, most cited, work by Werner and Smith but 2 subsequent books based on follow-ups of the Hawaii study have also been published. One is available at Library West and the other is at the Ed library.

Project Competence: Series of articles by Garmezy and Masten.

Original study: Garmezy, N., & Tellegen, A. (1984). Studies of stress-resistant children: Methods, variables, and preliminary findings. In F. Morrison, C. Lord, & D. Keating (Eds.), *Advances in applied developmental psychology, Vol 1*. (pp. 231-287). New York: Academic Press.

For listing of subsequent findings: Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy, and practice. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 1-25). New York: Cambridge University Press.

Minnesota Longitudinal Study of Parents and Children: Series of articles by Egeland, Sroufe, & Collins

<http://education.umn.edu/ICD/Parent-Child/default.html>

COURSE GUIDELINES & POLICIES

1. **The instructor reserves the right to change any and all assignments for this course as needed.**
2. **This course adheres to all University Policies.**
3. **Academic Honesty.** Please see the University of Florida Student Handbook to review policies and definitions of academic honesty and related issues.
(<http://www.dso.ufl.edu/STG/default.html>)
4. **Incompletes.** Due to the nature of the requirements for the course, no incompletes can be given if the presentations have not been completed on time.
5. **Attendance.** Attendance will not be taken in this class; however, see the above policy on class participation.
6. **Students with Disabilities.** Students 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.