DEP 6059: DEVELOPMENTAL PSYCHOPATHOLOGY
SEC 0141

Instructor: Julia A. Graber, Ph.D.

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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:


A set of additional readings will be used.

Suggested Resource:

COURSE OUTLINE

January 7  
Tomasello Colloquium

January 14  
Concepts: Dynamic Process, Competence, & Resilience

Required Readings:

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


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

Required Readings:

Cummings et al., Chapters 4 & 5


January 28  Overview of Childhood & Adolescent Disorders

Required Readings:

Cummings et al., Chapter 10


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:


March 3  Family Factors: Parenting

Required Readings:

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


March 10  Spring Break

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

Required Readings:

Cummings et al., Chapter 9


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

Required Readings:


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

March 31  Socio-contextual Factors: Race & Culture

Required Readings:


April 7  
**Socio-contextual Factors: Poverty**

*Required Readings:*


April 14  
**Prevention**

*Required Readings:*

Cummings et al., Chapter 11


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.

GRADERS

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 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


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.


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

[http://education.umn.edu/ICD/Parent-Child/default.html](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.