

DEVELOPMENTAL PSYCHOPATHOLOGY

HDFS 432
Summer 432

Instructor: Jennifer L. Tanner, M.S.
Office: 119A East Henderson (Health and Human Development)
Email: jlt11@psu.edu (best way to reach me)
Phone: 865-0096 (office)
861-8224 (home; for emergencies)

Class Meeting Time: Weekdays 2:20-3:35
Note: No Class on Friday, June 16th
Room: EE West 116 (Electrical Engineering)
Office Hours: By appointment (Please Take Advantage)

PREREQUISITES: The material in this class has been prepared under the assumption that students have developed a core knowledge of normative human development through late adolescence (HDFS 213; 229; 239 or equivalent) and of basic research methods (HDFS 312W or equivalent). Success in this course is dependent on students' abilities to speak and write effectively, requiring that students have mastered college writing prior to taking this course.

REQUIRED TEXTS:

- (1) Luthar, S., Burack, J., Cicchetti, D., & Weisz, J. (1997). Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.
- (2) American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders. (4th Ed.). Washington, DC: Author.
- (3) Additional readings as assigned. [119 E. Henderson and at the Reserve Reading Room (Pattee)].

Suggested Texts

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th Ed.). Washington, DC: Author.

Strunk, W., & White, E. B. (1979). The elements of style (3rd Ed.). Boston, MA: Allyn and Bacon.

COURSE OBJECTIVES:

- (1) Develop a broad knowledge of the field of developmental psychopathology and a specific knowledge of classified childhood disorders.
- (2) Challenge conventional beliefs regarding "disorders"
- (3) Encourage student-specific professional goals as they relate to the study of developmental psychopathology

EVALUATION:

Reaction Papers

Five, in-class reaction papers will be assigned. On each Friday (except July 16th), students will be provided with a topic related to the past week's lectures and readings and will be asked to write an essay on that subject. Each essay is worth twenty points and will be graded on three elements:

- (a) Thoughtfulness or 'depth' of the essay. (5 points)

How much did this student engage in the discussion of this topic?

- (b) Integration of course material. (10 points)

How well did this student apply the knowledge that was presented in lecture and in course readings?

- (c) Ability to communicate thoughts concisely and coherently. (5 points)

How effectively did this student transmit her/his thoughts and knowledge on the essay topic?

Students are encouraged to use course notes, readings, and any additional material relevant to the topic.

Mid-term and Final Exam

The mid-term (July 16th/19th) and final exams (August 4th/5th) are both take-home, non-cumulative, open-ended exams. Exam questions will require short-essay responses. Each exam is worth a total of seventy-five points

Students are encouraged to use course notes, readings, and any additional material relevant to the topic.

Final Project

The final project requires students to (1) identify a topic of personal interest that is related to risk and developmental outcomes of individuals (with a specific focus on prenatal through late adolescent development); (2) develop a project plan that has the specific goal of facilitating an increased awareness of issues of developmental psychopathology; and (3) present the project to the class (August 2nd/3rd/4th). This project is worth a total of 75 points.

Further discussion of this project and a hand-out on the specifics of the project will be delivered Monday June 28th.

In-class Projects/Assignments

Your participation and attendance is mandatory. There are 25 points worth of in-class exercises that are required of students. These will not be announced in advance.

GRADING GUIDELINES: There are a total of 350 possible points. Please keep track of your grades in order to monitor your progress. If you drop below a “C” see the instructor. There will be no end-of-the-semester curve. The following cut-offs are rigid.

A	=	100-95%	350-333
A-	=	94-90	332-315
B+	=	89-87	314-305
B	=	86-84	304-294
B-	=	83-80	293-280
C+	=	79-77	279-270
C	=	76-74	269-259
C-	=	73-70	258-245
D+	=	69-67	244-235
D	=	66-60	234-210
F	=	59 and below	209 and below

Good Luck!

INSTRUCTORS' POLICIES:

Make-up Policy

Do NOT miss class. If you miss ANY assignment you will NOT be able to make it up. Note: If you miss any of the three final days of class during which final projects will be presented, you will receive 0 points for your final project. NO EXCEPTIONS.

Academic Integrity

It is mandatory that students submit only work that has been completed by them personally. Dishonesty in any form; lying, cheating, and/or plagiarizing will NOT be tolerated and will result in: (1) a letter to the Dean and (2) an “F” for the course grade under all circumstances.

Students with Disabilities and Special Needs

If you have a disability or a chronic illness that interferes with your learning please contact the Office for Disability Services and promptly inform the instructor of any special requirements you may have or need in order to acquire the knowledge presented in this course.

Also,

Office of Disability Services:	863-1807
Center for Counseling and Academic Services:	863-0395
Writing Center:	863-3240 / 219 Boucke

Course calendar:

Week 1

- Lecture Topics:
- (1) HDFS 432: The course
 - (2) The field and history of developmental psychopathology
 - (3) Developmental Psychopathology vs. The Medical Model

Readings:

Achenbach, T. M. (1990). What is “developmental” about developmental psychopathology? Pgs. 29-48. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein, & S. Weintraub (Eds.), Risk and protective factors in the development of psychopathology. New York, NY: Cambridge University Press.

DSM. Use of the manual. Pages 1-7.

Cicchetti, D., & Toth, S. L. (1997). Transactional ecological systems in developmental psychopathology. Pgs. 317-349. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.
Note: (weeks 1 & 2)

Week 2

- Lecture Topics:
- (1) Week 1 Topics cont'd (see above)
 - (2) Depression
 - (3) Gender differences in adaptation to stress (Warriors vs. Worriers)

Readings:

Cicchetti, D., Rogosch, F., & Toth, S. (1997). Ontogenesis, depressotypic organization, and the depressive spectrum. Pgs. 273-316. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

DSM. Depressive Disorders. Pages 167-172

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

Week 3

- Lecture Topics:
- (1) Anxiety
 - (2) Attention Deficit Disorder
 - (3) Eating Disorders

Readings:

Wenar, C. (1994). Developmental psychopathology. Chapter 8: Anxiety disorders and excessive self-control, pgs 219-239. New York, NY: MacGraw-Hill.

DSM. Separation Anxiety Disorder. Pages 75-78.

DSM. Anxiety Disorders. Pages 199-218.

Wenar, C. (1994). Developmental psychopathology. Chapter 6: Early deviations in curiosity and task orientation, pgs. 155-176. New York, NY: MacGraw-Hill.

DSM. Attention Deficit/Hyperactivity Disorder. Pages 63-65.

Wenar, C. (1994). Developmental psychopathology. Chapter 11: Psychopathologies and risks of the adolescent transition, pgs. 297-307. New York, NY: MacGraw-Hill.

DSM. Feeding and Eating Disorders of Infancy and Early Childhood. Pages 69-70.

DSM. Eating Disorders. Pages 251-254.

Week 4

Mid-term Exam

Note: No Class on Friday

Lecture Topics: (1) Eating Disorders (cont'd)
 (2) Conduct Disorder

Readings:

Garrod, A., Smulyan, L., Powers, S., Kilkenny, R. (1992). Adolescent Portraits: Identity, relationships and challenges. Case 10: Guilt was everywhere around me. Pgs. 187-198. Needham Heights, MA: Allyn & Bacon.

Kazdin, A. (1997). Conduct disorder across the lifespan. Pgs. 248-272. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

Allen, J., Moore, C., & Kuperminc, G. (1997). Developmental approaches to understanding adolescent deviance. Pgs. 548-567. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

DSM. Conduct Disorder (Oppositional Defiant Disorder). Pages 66-69.

Week 5

Lecture Topics: (1) The Family Context
 (2) Children of Alcoholics
 (3) Children of Depressed Mothers
 (4) Abuse and Maltreatment

Readings:

DSM. Parent-Child relational problem. Page 293.

Loukas, A., Twitchell, G., Piejak, L., Fitzgerald, H., & Zucker, R. (1998). The family as a unit of interacting personalities. Pgs. 35-59. In L. L'Abate (Ed.), Family psychopathology: The relational roots of dysfunctional behavior. New York, NY: The Guilford Press.

Radke-Yarrow, M., & Kilmes-Dougan, B. (1997). Children of depressed mothers: A developmental and interactional perspective. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

Trickett, P. (1997). Sexual and physical abuse and the development of social competence. Pgs. 390-416. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

Week 6

Lecture Topics:

- (1) Substance Abuse
- (2) The Social/Cultural Context: Poverty
- (3) Timing of transitions: Focus on teen mothers and fathers

Readings:

DSM. Substance use disorders. Pages 108-145.

Luthar, S. (1997). Sociodemographic disadvantage and psychosocial adjustment: Perspectives from developmental psychopathology. In S. Luthar, S., J. Burack, D. Cicchetti, & J. Weisz (Eds.), Developmental psychopathology: Perspectives on adjustment, risk, and disorder. New York, NY: Cambridge University Press.

Rutter, M. (1990). Psychosocial resilience and protective factors. Pgs. 181-214. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein, & S. Weintraub (Eds.), Risk and protective factors in the development of psychopathology. New York, NY: Cambridge University Press.

Garrod, A., Smulyan, L., Powers, S., Kilkenny, R. (1992). Adolescent portraits: Identity, relationships and challenges. Case 7: To be the best. Pgs. 119-134. Needham Heights, MA: Allyn & Bacon.

Week 7

Student Presentations

Final Exam