

Psychology 610: Childhood Psychopathology
Spring, 2012
Thursdays, 12-2:00pm (+/-)
143 Straub

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Course Overview and Objectives:

Overview. This graduate level clinical psychology course covers child psychopathology. An empirically-based developmental psychopathology perspective will be featured, with an emphasis on conceptual and scientific issues and methods in the study of childhood disorders. Advanced descriptive psychopathology will also be covered, in particular, beginning fluency with the details of descriptive child psychopathology - i.e., the symptoms and syndromes in the current classification systems used in clinical practice. This should enable students to be more effective diagnosticians and evaluators in clinical practice. We will review fundamental models of psychopathology and explore advanced models of developmental psychopathology for a limited range of childhood syndromes that the instructor selects. With each syndrome possible biological, genetic, familial, social-cultural, and environmental causal factors will be scrutinized.

Objectives. It is hoped that through this course students will: (1) become fluent with the details of descriptive child psychopathology, i.e. the symptoms and syndromes in the current classification systems as well as with upcoming proposed revisions (i.e., DSM IV-TR and DSM V); (2) become familiar with the framework(s) of developmental psychopathology and major risk and protective processes, including the potential interplay of biological and psychosocial factors in development; and (3) understand a variety of advanced conceptual models and issues to be considered in conducting scientific investigations of the underpinnings of child and developmental psychopathology, with considerable emphasis placed on what is considered leading etiologic theories and emerging empirical directions.

Format and Requirements. The course will meet once weekly on Thursday afternoons. This is a small seminar format. Class meetings will include some lecture-like presentations by instructor, especially during the early meetings, class discussion based on reading outlines that students prepare, and “Skype” sessions with relevant scientists. Regular attendance and participation in seminar discussion is required. The reading demand for this course will be heavy and will comprise instructor assigned material. Students will be expected to read all material. As well, the course will require significant advanced preparation for all class meetings in the form of reading outlines (1 per student to be shared), due at the start of class.

Assignments. (1) Reading; (2) preparation each week of an outline and suggested discussion question on one of the assigned readings (copies to be shared with everyone); (3) for our final class meeting, you identify one reasonably current empirical article (most likely one that you read in conjunction with your term paper) for the class to read; and (4) final 15-page paper on a subject of your choice, with instructor approval.

Grading.

1. Reading and active participation in weekly class (20%)
2. Weekly reading outlines (45%)
3. Final paper (30%)
4. "Your" recommended empirical article (5%)

Readings

- ***Required Text:***

Beauchaine, T.P., & Hinshaw, S.P. (2008). *Child and Adolescent Psychopathology*. Hoboken, NJ: John Wiley & Sons.

Referred to below as B&H

- ***Required, non-text articles (all articles will be uploaded to Black Board course website)***

- ***Useful (purchase on own)***

American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders: 4th Ed--Text Revision*. Washington, DC: APA Press.

Zero To Three/National Center for Clinical Infant Programs. (2005). *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, Revised (DC: 0-3R)*. Arlington, VA: Author.

<http://www.dsm5.org/Pages/Default.aspx>. Explore the official DSM 5 Development web site. Familiarize yourself with it's organization and, where childhood disorders are concerned, get a global picture of the planned changes (or lack there of!). NOTE: as we move into weeks where we discuss specific forms of psychopathology, we will take a more detailed approach to proposed changes in DSM 5.

Assignments

1. Reading Outline

You are expected to read all the readings each week. However, most weeks, you will take primary responsibility for one of the assigned readings. Students are expected to create an outline of their assigned reading (1 page) and bring copies of this to class. The outline should also include 3 discussion questions that you will use to guide the discussion of the article. You should plan for the discussion of each article to take approximately 15+/- minutes. See schedule (below) for your assigned readings.

2. Term Paper

You will write a 15 pg. (double spaced, 1 inch margins, 11 point font, APA style) paper on a course-relevant topic of your choice, with instructor approval. Details of the requirements for this paper will follow in a separate document. Please observe the following due dates:

Due 4/26/12: Proposed paper topic (1 paragraph) for instructor consideration and approval

Due 6/11/12: Final paper

3. A reading you select for the final week.

From the articles that you read to complete your term paper, please select 1 empirical article for your classmates to read. You will provide this paper in .pdf form for the class to read 1 week before our final meeting.

Due 6/7/12: Email .pdf to instructor to be uploaded and read by class on 6/14/12.

Schedule

Class	Date	Topic	Reading Assignment
1	4/5/12	Overview	n.a.
2	4/12/12	Models of child psychopathology I: History of DSM; DSM-IV and anticipated changes in DSM V Skype Guest: Ted Beauchaine	2=WS; 3 = CS; 4=AVS; 5=AY
3	4/19/12	Models of child psychopathology II: Developmental psychopathology; systemic model. Stigma and childhood mental illness Skype Guest: Stephen Hinshaw	2=WS; 3 = CS; 4=AVS; 5=AY
4	4/26/12	Biology in context; prenatal development; temperament; epigenetics Skype Guest: W. Thomas Boyce	2=WS; 3 = CS; 4=AVS; 5=AY
5	5/3/12	Early adversity; problems of infancy and early childhood Skype Guest: Alice Carter	2=WS; 3 = CS; 4=AVS; 5=AY
6	5/10/12	Hyperactivity/Inattention Skype Guest: Joel Nigg	2=WS; 3 = CS; 4=AVS; 5=AY
7	5/17/12	Conduct and Oppositional Defiant Disorders; Antisociality Skype Guest: Ben Lahey	1=WS; 2 = CS; 3=AVS; 4=AY
8	5/24/12	Depression (Unipolar & Bipolar) Skype Guest: Joan Luby	***1=AVS; 2 = AY; 3=WS; 4=CS***
9	5/31/12	Autism Skype Guest: Deborah Eisert	1=WS; 2 = CS; 3=AVS; 4=AY
***	6/7/12	*** NO CLASS (ISIS Conference) ***	
10	6/14/12	Your recommended empirical article No Skype guest; Final meeting over lunch at <i>Marche Caf�� (my treat)</i>	Each his/her own article

Readings: Assigned Text and Articles***For Week 1: Overview***

1. Gawande, A. (2004). The bell curve. *The New Yorker*, Dec. 6, 82-91.

For Week 2: Models of child psychopathology I: Developmental psychopathology; History of DSM; DSM-IV and anticipated changes in DSM V

1. B&H Chp. 1
2. Kupfer DJ & Regier DA. (2011). Neuroscience, Clinical Evidence, and the Future of Psychiatric Classification in DSM-5. *American Journal of Psychiatry*, 168, 172-174.
3. Rutter, M. (2010). Child and adolescent psychiatry: Past scientific achievements and challenges for the future. *European Child & Adolescent Psychiatry*, 19, 689-703.
4. Rutter, M. (2011). Research review: Child psychiatric diagnosis and classification: Concepts, findings, challenges and potential. *Journal of Child Psychology and Psychiatry*, 52, 647-660.
5. Beauchaine, T.P. (*in press*). DSM 5 and child psychopathology. Advanced chapter for the 2nd edition of the Beauchaine & Hinshaw text.

For Week 3: Models of child psychopathology II: Developmental psychopathology; systemic model. Stigma and childhood mental illness

1. B&H Chp. 2
2. Rutter, M., & Sroufe, L. (2000). Developmental psychopathology: Concepts and challenges. *Development and Psychopathology*, 12, 265-296.
3. Boyce, W. T. (2006). Symphonic causation and the origins of childhood psychopathology. In Cicchetti, D. (Ed); Cohen, D.J.. (Ed), (2006). *Developmental psychopathology*, Vol 2: Developmental neuroscience (2nd ed.), (pp. 797-817). Hoboken, NJ, US: John Wiley & Sons Inc.
4. Gottlieb, G., & Willoughby, M.T. (2006). Probabilistic epigenesis of psychopathology. In D. Cicchetti, & D.J. Cohen (Eds.) *Developmental Psychopathology: Vol. 1, 2nd Ed* (pp. 673-700). Wiley: New York.

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).

For Week 4: Biology in context; prenatal development; temperament; epigenetics

1. B&H Chp. 3
2. Ellis, B. J., Boyce, W.T., Belsky, J.; Bakermans-Kranenburg, M. J.; Van Ijzendoorn, M. H. (2011). Differential susceptibility to the environment: An evolutionary–neurodevelopmental theory. *Development and Psychopathology*, 23, 7-28.
3. Meany, M.J. (2010). Epigenetics and the biological definition of gene X environment interactions. *Child Development*, 81, 41-80.
4. Obradović, J., & Boyce, W.T. (2009). Individual differences in behavioral, physiological, and genetic sensitivities to contexts: Implications for development and adaptation. *Developmental Neuroscience*, 31, 300-308.
5. Fox, S.E., Levitt, P., & Nelson, C.A. (2010). How the Timing and Quality of Early Experiences Influence the Development of Brain Architecture, *Child Development*, 81, 28-40.

Week 5: Early adversity; problems of infancy and early childhood

1. B&H Chp. 4
2. Shonkoff, J.P. et al. (2009). Neuroscience, Molecular Biology, and the Childhood Roots of Health Disparities: Building a New Framework for Health Promotion and Disease Prevention. *JAMA*. 301, 2252-2259.
3. Duncan, G.J. et al. (2010). Early childhood poverty and adult attainment, behavior, and health. *Child Development*, 81, 306-326
4. Kishiyama, M. M.; Boyce, W.T., Jimenez, A. M., Perry, L.M., & Knight, R. T. (2009). Socioeconomic disparities affect prefrontal function in children. *Journal of Cognitive Neuroscience*, 21, 1106-1115.
5. Pluess, M., & Belsky, J. (2011). Parental programming and postnatal plasticity? *Development and Psychopathology*, 23, 29-38.

Week 6: Hyperactivity/Inattention

1. B&H Chp. 11
2. Castellanos, F.X., Lee, P.P., Sharp, W., et al (2002). Developmental trajectories of brain volume abnormalities in children and adolescents with attention-deficit/hyperactivity disorder. *JAMA*, 288, 1740-1748.
3. Kiehl C, Kiehl RR, Frick PJ, Rohde LA, Moffitt T, Nigg JT, Tannock R, Castellanos FX. The age at onset of attention deficit hyperactivity disorder. *American Journal of Psychiatry*, 2010, 14-15.
4. Nigg, J.T. (2006). Temperament and developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 47, 395-422.
5. Sonuga-Barke, E.J.S, & Halperin, J.M. (2010). Developmental phenotypes and causal pathways in attention deficit/hyperactivity disorder: Potential targets for early intervention? *Journal of Child Psychology and Psychiatry*, 51, 368-389.

Week7: Conduct and Oppositional Defiant Disorders; Antisociality

1. B&H Chp. 12
2. B&H Chp. 13
3. Rowe, R., Costello, E. J., Angold, A., Copeland, W.E.; Maughan, B. (2010). Developmental pathways in oppositional defiant disorder and conduct disorder. *Journal of Abnormal Child Psychology*, 119, 726-738.
4. Moffitt, T. E.; Arseneault, L.; Jaffee, S. R.; Kim-Cohen, J.; Koenen, K. C.; Odgers, C. L.; Slutske, W. S.; Viding, E. (2008). Research review: DSM-V conduct disorder: Research needs for an evidence base. *Journal of Child Psychology and Psychiatry*, 49, 3-33.

Week8: Depression (Unipolar & Bipolar)

1. B&H Chp. 16
2. B&H Chp. 18
3. Luby, J.L., Barch, D M.; Belden, A; Gaffrey, M S.; Tillman, R.; Babb, C.; Nishino, T.; Suzuki, H.; & Botteron, Kelly N. (2012). Maternal support in early childhood predicts larger hippocampal volumes at school age. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 109, 2854-2859.
4. Luby, J.L., & Navsaria, N. (2010). Pediatric bipolar disorder: Evidence for prodromal states and early markers. *Journal of Child Psychology and Psychiatry*, 51, 459-471.

Week 9: Autism

1. B&H Chp. 19
2. Rutter, M. (2011). Progress in understanding autism: 2007–2010. *Journal of Autism and Developmental Disorders*, 41, 395-404.
3. Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. *Development and Psychopathology*, 20, 775-803.
4. Ozonoff, S., Heung, K.; Byrd, R.; Hansen, R.; Hertz-Picciotto, I. (2008). The onset of autism: Patterns of symptom emergence in the first years of life. *Autism Research*, 1, 320-328.

Week10: Wrap-up meeting. Readings to be selected by you!