1/15/14

Rev’d 2/13/14

**PSYCH 770**

**Developmental Psychopathology**

**Spring 2014**

**Tuesdays 1 pm – 3:45 pm, PAIS 393**

Instructor: Dr. Sherryl Goodman

Contact: [psysg@emory.edu](mailto:psysg@emory.edu)

404 727 4134

**Course Goals**

The primary goal of this course is for you to begin to answer one primary question: How can knowledge of normative development inform our efforts to elucidate the etiology of psychopathology (including in adults), to assess and classify psychopathology (especially in children and adolescents), and to develop effective treatments for disorders (especially in children and adolescents)? The importance of this question is captured by knowledge that most psychiatric disorders first appear in childhood (Rutter, Kim-Cohen, & Maughan, 2006, *J. Child Psychol Psychia*; Kessler et al., 2005, *Archives of Gen Psychi*).

In this seminar, we will consider the relationships between the fields of developmental psychology (the study of normative social, emotional, cognitive development, etc.) and clinical psychology (the studies of psychopathology, assessment, and behavior change). Developmental psychopathology represents the contributions of principles of normative development to the understanding of the origins and course of individual patterns of adaptation and maladaptation and behavior change.

Given that a developmental psychopathology perspective is multi-disciplinary, taking multiple levels of analysis into account, all students of psychology will benefit from this course. Training to become a *clinical psychologist* will be enhanced by the opportunity to integrate relevant knowledge in cognitive, behavioral, affective, social and biological development, and family relations into issues of clinical concern. Conversely, *cognition and development* and *neuroscience and animal behavior* students will have the opportunity to explore how information on developmental deviances can contribute to understandings of both normative development and psychopathology. The seminar will provide theoretical perspectives as well as exposure to relevant research and consideration of clinical issues. A major emphasis will be on studies of risk, competence, and protective factors as basic concepts for the study of developmental psychopathology. You will be encouraged to think creatively about the opportunities provided by the developmental psychopathology perspective and the potential research and clinical contributions that may evolve from it.

**Course Structure**

The first part of this course will provide a general introduction to the field of developmental psychopathology, with a focus on risk factors and vulnerabilities, constructs and processes that are central to this field. We will then move on to foundational aspects of the field: (1) research design and approaches to analyses that address challenges in studies of developmental psychopathology; (2) culture as a context for developmental psychopathology; and (3) neuroscience approaches to developmental psychopathology.

The second part of the course focuses on specific core vulnerabilities and risk factors for psychopathology: temperament/personality, emotion, and the stress response.

The third part of the course applies all of this knowledge to a set of specific aspects of psychopathology that are commonly diagnosed in childhood and/or adolescence. For each disorder, when relevant, we will have the opportunity to cover (1) diagnoses, (2) developmental course (including into adulthood), (3) developmental psychopathology constructs (e.g., risk and protective factors), (4) developmental psychopathology processes (e.g., gene by environment interactions), and (5) prevention and intervention approaches. *We have a choice for this part of the class between selecting four specific disorders (or classes of disorder) and dedicating the full class to each or covering two disorders in some or all of the classes, sacrificing depth but gaining the opportunity to cover more disorders.*

During the final two weeks of class, each student will give a brief presentation that focus on how the developmental psychopathology constructs and processes learned during class can be applied to your own research.

**Assignments and Grades**

You will be expected to attend each class and complete the assigned readings prior to class. Before each class, you will be expected to post on Blackboard two thought questions or discussion points based on the readings, which you would like to discuss during class. *Discussion questions are due by 9 am the Saturdays before class, posted on BB.*  During class, you will be expected to discuss the readings from the perspective of your own program of research as well as from your broader interests. Although I understand that the extent of relevance of each topic to each student’s program of research will vary week-to-week, I expect each of you to be fully invested in each class.

Each class will typically begin with my summarizing what I see as the key issues from the readings, providing guidance on what I sense are the most important themes in content and method, and putting them into a broader context. Your posted discussion questions will be integrated into that summary and also serve as launching points for class discussion. In addition, in each class we will develop a plan for students’ taking responsibility for leading parts of the class. For the latter, I will encourage you to expand on your knowledge in your areas of study by exploring links to the specific class topic. In these and other ways, I expect you to take ownership for your learning.

The main assignment for this course, outside of class participation, will be to write a paper in which you develop a plan detailing multiple ways in which you might integrate a developmental psychopathology perspective into your program of research. This assignment will be a work in progress in that you will be required to submit a paragraph each week, based on that week’s topic, on how the material we read and discussed relates to your own research. Specifically, in what ways is your program of research sensitive (or not) to the principles (constructs, methods, etc.) that we read and discussed and in what ways might you enhance sensitivity to those specific aspects of developmental psychopathology. If class time allows, we will spend some time each week going around the room and hearing a very brief summary of these statements. *The paragraph will be due each week by 9 am the Saturdays following each class, posted on BB.*

The final paper, *due in class on 4/15* for everyone, will be an integration of the paragraphs you will have accumulated by then and less than 10 pages double spaced. Be sure to consider implications for assessment, preventive interventions, and treatment. During the last class, each of you will give a very brief presentation that focuses on how you might integrate a developmental psychopathology perspective into your program of research, contrasting that plan to what you might have done or have been doing up to this point (recognizing that, among the group of students in the class, there will be a range of the extent to which you already take a developmental psychopathology perspective).

**Readings**

Beauchaine, T.P & Hinshaw, S.P. (2013). *Child and Adolescent Psychopathology, Second Edition*. Hoboken, NJ: John Wiley & Sons. Also available electronically through the Emory library: <http://discovere.emory.edu/primo_library/libweb/action/display.do?dscnt=1&elementId=0&recIdxs=0&frbrVersion=&displayMode=full&dstmp=1388967595898&ct=display&indx=1&fromLogin=true&recIds=dedupmrg499246605&renderMode=poppedOut&doc=dedupmrg499246605&vl(freeText0)=Child%20and%20Adolescent%20Psychopathology&fn=search&vid=discovere&tabs=detailsTab&fromLogin=true>

Other readings listed in syllabus and to be assigned.

**Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading Assignments** | **In Class** |
| 1/14 | An introduction to developmental psychopathology | Beauchaine & Hinshaw, Chapters 1 (Hinshaw: Developmental Psychopathology as a Scientific Discipline) and 2 (Beauchaine et al.: Developmental Psychopathology and the Diagnostic and Statistical Manual of Mental Disorders) | List how your research is informed by a DP perspective |
| 1/21 | Developmental psychopathology: Risk factors and vulnerabilities and resilience | Beauchaine & Hinshaw, Chapters 3 (Beauchane & Gatzke-Kopp: Genetic and Environmental Influences on Behavior) and 4 (Compas & Andreotti: Risk and Resilience in Child and Adolescent Psychopathology)  Addington, A. M., & Rapoport, J. L. (2012). Annual Research Review: Impact of advances in genetics in understanding developmental psychopathology. Journal of Child Psychology and Psychiatry, 53(5), 510-518. doi: 10.1111/j.1469-7610.2011.02478.x  Goldstein, S. & Brooks, R.B. (2013). Why study resilience? In S. Goldstein & R. B. Brooks (Eds.), Handbook of Resilience in Children (pp. 3-14): Springer [replaced with Masten, 2013, Child Development] |  |
| 1/28 | Foundations: Research Design and Methods | Singer & Willett (2003). Applied longitudinal data analysis: Modeling change and event occurrence. NY: Oxford University Press. Ch. 1 (an introduction to individual growth modeling) and Ch. 9 (an introduction to survival analysis)  Sameroff, A.J. & MacKenzie, M.J. (2003). Research strategies for capturing transactional models of development: The limits of the possible. Development and Psychopathology, 15, 613-640.  Jaffee, S. R., Strait, L. B., & Odgers, C. L. (2012). From Correlates to Causes: Can Quasi-Experimental Studies and Statistical Innovations Bring Us Closer to Identifying the Causes of Antisocial Behavior? Psychological Bulletin, 138(2), 272-295. |  |
| 2/4 | Foundations: Culture as a context for developmental psychopathology | Cicchetti, D. & Cohen, D.J. (2006). Developmental Psychopathology, Volume 1, Theory and Method, 2nd Edition, Chapter 15: CULTURAL DIVERSITY IN THE DEVELOPMENT OF CHILD PSYCHOPATHOLOGY (Felicisima C. Serafica and Luis A. Vargas).  [assign sections to students according to areas of expertise] |  |
| 2/11 | Foundations: Developmental neuroscience (cognitive, affective, social): Implications for the development of psychopathology | ~~Gunnar, Megan R.; Vazquez, Delia, Stress neurobiology and developmental psychopathology. In Cicchetti, Dante (Ed); Cohen, Donald J. (Ed), (2006). Developmental psychopathology, Vol 2: Developmental neuroscience (2nd ed.). , (pp. 533-577). Hoboken, NJ, US: John Wiley & Sons Inc.~~ Replaced with Doom, Jenalee R, & Gunnar, Megan R. (2013). Stress physiology and developmental psychopathology: Past, present, and future. Development and psychopathology, 25(4pt2), 1359-1373.  ~~P.D. Zelazo, M. Chandler, & E. Crone (Eds.) (2009). Developmental Social Cognitive Neuroscience. NY: Psychology Press. Part 1. Introduction. P.D. Zelazo, M. Chandler, E.A. Crone, The Birth and Early Development of a New Discipline: Developmental Social Cognitive Neuroscience.~~ Replaced with Zelazo & Plaus (2010), Social Neuroscience  O'Connor, T. G., Moynihan, J. A., & Caserta, M. T. (2013). Annual Research Review: The neuroinflammation hypothesis for stress and psychopathology in children – developmental psychoneuroimmunology. Journal of Child Psychology and Psychiatry, n/a-n/a. doi: 10.1111/jcpp.12187 |  |
| 2/18 | The stress response system: Allostatic Load | Beauchaine & Hinshaw, Chapter 8 (Ellis, Giudice, & Shirtcliff, Beyond Allostatic Load: The Stress Response System as a Mechanism of Conditional Adaptation) |  |
| 2/25 | Temperament and personality:  Temperament as a vulnerability for psychopathology  Personality in relation to the development of psychopathology  (optional: Executive Functions and D.P.) | Nigg, J.T. (2006). Temperament and developmental psychopathology. Journal of Child Psychology and Psychiatry, 47, 395-422.  Beauchaine & Hinshaw, Chapters 6 (Neuhaus & Beauchaine, Impulsivity and Vulnerability to Psychopathology) and 7 (Kagan: Behavioral Inhibition as a Temperamental Vulnerability to Psychopathology)  Tackett, J.L. (2006). Evaluating models of the personality-psychopathology relationship in children and adolescents. Clinical Psychology Review, 26, 584-599.  Pennington, B.F. & Ozonoff (2006). Executive Functions and Developmental Psychopathology |  |
| 3/4 | The role of emotion in the development of psychopathology | Beauchaine & Hinshaw, Chapter 11 (Cole et al., Emotion Dysregulation as a Risk Factor for Psychopathology) |  |
| 3/11 | Spring Break | No Class |  |
| 3/18 | Disorder 1 |  |  |
| 3/25 | Disorder 2 |  |  |
| 4/1 | Disorder 3 |  |  |
| 4/8 | Disorder 4 |  |  |
| 4/15 | Class presentations |  |  |
| 4/22  Last class | Class presentations |  |  |
|  |  |  |  |
|  | ADHD | Beauchaine & Hinshaw Chapter 12 (Nigg): Attention Deficit/Hyperactivity Disorder  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(4), 368-389. doi: 10.1111/j.1469-7610.2009.02195.x |  |
|  | Oppositional defiant disorder/ conduct disorder/antisocial personality disorder | Beauchaine & Hinshaw Chapter 13 (Waldman & Lahey): Oppositional Defiant Disorder, Conduct Disorder, and Juvenile Delinquency  Beauchaine & Hinshaw Chapter 14 Dishion & Racer): Adult Antisocial Personality Development  Hyde, L. W., Shaw, D. S., & Hariri, A. R. (2013). Understanding youth antisocial behavior using neuroscience through a developmental psychopathology lens: Review, integration, and directions for research. Developmental Review, 33(3), 168-223.  Frick, P., Blair, R. J., & Castellanos, F. X. (2013). Callous-Unemotional Traits and Developmental Pathways to the Disruptive Behavior Disorders. In P. H. Tolan & B. L. Leventhal (Eds.), Disruptive Behavior Disorders (Vol. 1, pp. 69-102): Springer New York.  Tremblay, R. E. (2010). Developmental origins of disruptive behaviour problems: the ‘original sin’ hypothesis, epigenetics and their consequences for prevention. Journal of Child Psychology and Psychiatry, 51(4), 341-367. doi: 10.1111/j.1469-7610.2010.02211.x |  |
|  | Borderline personality disorder  Other personality disorders | Beauchaine & Hinshaw Chapter 18 (Crowell, Kaufman, & Lenzenweger): The Development of Borderline Personality Disorder and Self-Injurious Behavior  Hughes, A. E., Crowell, S. E., Uyeji, L., & Coan, J. A. (2012). A developmental neuroscience of borderline pathology: Emotion dysregulation and social baseline theory. Journal of abnormal child psychology, 40(1), 21-33.  Special Issue of Journal of Personality Disorders (2014), Developmental Psychopathology Perspectives on Precursors and Pathways to Personality Disorders |  |
|  | Alcohol and drug addictions | Beauchaine & Hinshaw Chapter 15 (Brown et al.): Substance Use Disorders in Adolescence  Also possible: Costello, E. & Angold, A. (2010). Developmental transitions to psychopathology: Are there prodromes of substance use disorders? *Journal of Child Psychology and Psychiatry, 51,* 526-532.  Dishion, T. J., Felver-Gant, J. C., Abdullaev, Y., & Posner, M. I. (2011). Self-regulation and adolescent drug use: Translating developmental science and neuroscience into prevention practice. In Inhibitory control and drug abuse prevention (pp. 281-301). Springer New York.  Costello, E. J., & Angold, A. (2010). Developmental transitions to psychopathology: are there prodromes of substance use disorders? Journal of Child Psychology and Psychiatry, 51(4), 526-532. doi: 10.1111/j.1469-7610.2010.02221.x |  |
|  | Anxiety | Beauchaine & Hinshaw Chapter 16 (Weems & Silverman): Anxiety Disorders  Also possible: Kertz, S. & Woodruff-Borden, J. (2011). The Developmental psychopathology of worry. *Clinical Child and Family Psychology Review, 14,* 174-197.  Degnan, K. A., Almas, A. N., & Fox, N. A. (2010). Temperament and the environment in the etiology of childhood anxiety. Journal of Child Psychology and Psychiatry, 51(4), 497-517. doi: 10.1111/j.1469-7610.2010.02228.x |  |
|  | Depression | Beauchaine & Hinshaw Chapter 17 (Klein et al.): Depressive Disorders  Also possible: Kovacs, M. & Lopez-Duran, N. (2010). Prodromal symptoms and atypical affectivity as predictors of major depression in juveniles: implications for prevention. *Journal of Child Psychology and Psychiatry, 51*(4), 472-496.  Dahl, R. E., Silk, J. S., & Siegle, G. J. (2012). PHYSIOLOGICAL MEASURES OF EMOTION DYSREGULATION: INVESTIGATING THE DEVELOPMENT OF AFFECTIVE DISORDERS. Monographs of the Society for Research in Child Development, 77(2), 69-78. doi: 10.1111/j.1540-5834.2011.00664.x  Kovacs, M., & Lopez-Duran, N. (2010). Prodromal symptoms and atypical affectivity as predictors of major depression in juveniles: implications for prevention. Journal of Child Psychology and Psychiatry, 51(4), 472-496. doi: 10.1111/j.1469-7610.2010.02230.x |  |
|  | Bipolar disorder | Beauchaine & Hinshaw Chapter 19 (Blader & Carlson): Bipolar Disorder  Also possible: Meyer, S. & Carlson, G. & (2010). Development, age of onset, and phenomenology in bipolar disorder. In D.Miklowitz & D. Cicchetti (Eds.), *Understanding bipolar disorder: A developmental psychopathology perspective*. NY: Guilford Press.  Liu, R. (2010). Early life stressors and genetic influences on the development of bipolar disorder: The roles of childhood abuse and brain-derived neurotrophic factor. *Child Abuse and Neglect, 34,* 516-522.  Luby, J. L., & Navsaria, N. (2010). Pediatric bipolar disorder: evidence for prodromal states and early markers. Journal of Child Psychology and Psychiatry, 51(4), 459-471. doi: 10.1111/j.1469-7610.2010.02210.x |  |
|  | Autism | Beauchaine & Hinshaw Chapter 20 (Faja & Dawson): Autism Spectrum Disorders: A Developmental Perspective  Also possible: Volkmar, F. (2011). Understanding the social brain in autism. *Developmental Psychobiology, 53*(5), 428-434.  Yirmiya, N., & Charman, T. (2010). The prodrome of autism: early behavioral and biological signs, regression, peri- and post-natal development and genetics. Journal of Child Psychology and Psychiatry, 51(4), 432-458. doi: 10.1111/j.1469-7610.2010.02214.x |  |
|  | Schizophrenia | Beauchaine & Hinshaw Chapter 21 (Asarnow): Childhood Schizophrenia  Also possible: Rapoport, J. & Gogtay, N. (2011). Childhood onset schizophrenia: support for a progressive neurodevelopmental disorder. *International Journal of Developmental Neuroscience, 29,* 251-258.  Margari, F. et al. (2011). Familial liability, obstetric complications and childhood development abnormalities in early onset schizophrenia: A case control study. *BMC Psychiatry, 11,* 1-7.  Correll, C. U., Hauser, M., Auther, A. M., & Cornblatt, B. A. (2010). Research in people with psychosis risk syndrome: a review of the current evidence and future directions. Journal of Child Psychology and Psychiatry, 51(4), 390-431. doi: 10.1111/j.1469-7610.2010.02235.x |  |
|  | Eating disorders | Beauchaine & Hinshaw Chapter 22 (Stice & Bohon): Eating Disorders  Also possible: Keel, P. K., Eddy, K. T., Thomas, J. J., & Schwartz, M. B. (2010). Vulnerability to eating disorders across the lifespan. In R. E. Ingram & J. M. Price (Eds.), *Vulnerability to psychopathology: risk across the lifespan (2nd ed.).* (pp. 489-494). New York, NY US: Guilford Press.  Michaelides, M., Thanos, P. K., Volkow, N. D., & Wang, G.-J. (2012). Dopamine-related frontostriatal abnormalities in obesity and binge-eating disorder: Emerging evidence for developmental psychopathology. International Review of Psychiatry, 24(3), 211-218. doi: doi:10.3109/09540261.2012.679918  Stice, E., Ng, J., & Shaw, H. (2010). Risk factors and prodromal eating pathology. Journal of Child Psychology and Psychiatry, 51(4), 518-525. doi: 10.1111/j.1469-7610.2010.02212.x |  |