Overview

This course will provide an introduction to the field of psychopathology during childhood and adolescence. Topics will include systems of classification and taxonomy in psychopathology, research methods in developmental psychopathology, epidemiology, etiology, course, risk and protective factors, and specific problems and disorders of childhood and adolescence. Throughout the course a developmental perspective will be emphasized by examining psychological problems and disorders within the context of biological, psychological, and social developmental processes. The importance of empirical research in studying psychopathology will also be emphasized. You should leave this course with (a) a solid foundation in research in child and adolescent psychopathology, and (b) the ability to apply research in this field to understanding individual cases and to your own research.

Books and Readings:

The text for the course will be:

3. DSM-IV-TR

Class Structure

Most (but not all) classes will be structured as follows:

1. Description of Disorder
2. Causal Factors
3. If time allows, Overview of Empirically Based Treatments

Course Evaluation and Grades

Course grades will be based on the following:

1. Class participation (students are expected to attend all classes, to complete all assigned readings before the class, and to participate in class).

2. Class presentations: Each student will make 2 kinds of presentations.
   
   (A) A brief presentation on a “causal” factor for each of 8 disorders (ADHD, Depression, Anxiety, Enuresis, Anorexia, Alcohol Abuse, Mental Retardation, Autism) and distribute to all class members a one page paper on the “causal” factor. The paper will include a
summary of the influence of the “causal” factor, including a reference from a 2004, 2005, or 2006 journal article, and your best estimate of the percent variance this “causal” factor accounts for in occurrence of the disorder (how important is this factor?). This assignment will occur on a rotating basis.

(B) A 20 minute presentation in one of the last two classes on an assigned topic. Your presentation should consist of: definition of disorder or topic area, causes, and most effective treatments. Prepare a 2 page outline of your talk for distribution to all class members. Reference at least 3 articles from different journals from 2004, 2005, or 2006. Your presentation should be a “formal” one (e.g., power point, overheads).

3. Exams: There will be two exams involving the application of course material. Each exam will consist of one or, more likely, two vignettes and you will answer them in 5 typed pages (and double spaced) in a take home exam.

4. Course Grade:  
   Number 1 above: 10%
   Number 2 above: 2 A 15%
   2 B 15%
   Number 3 above: 60% (30% per exam)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Book Chapter(s)</th>
<th>Outside Reading</th>
<th>DSM-IV-TR</th>
</tr>
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<tbody>
<tr>
<td>Aug. 29</td>
<td>Overview, Introduction</td>
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<td></td>
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<tr>
<td>Sept. 5</td>
<td>Developmental Psychopathology: Overview of Causes, Assessment,</td>
<td>1, 2, 3</td>
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<td></td>
<td>Classification, and Treatment</td>
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<tr>
<td>Sept. 12</td>
<td>Oppositional Defiant Disorder/Conduct Disorder</td>
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<td>ODD, CD</td>
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<td>Sept. 19</td>
<td>ODD/CD Continued</td>
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<td>Sept. 26</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<td>Oct. 3</td>
<td>Anxiety Disorders</td>
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<td>Oct. 10</td>
<td>Depression Disorders</td>
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<td>Mood</td>
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<td>Oct. 17</td>
<td>Eating Disorders</td>
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<td>Oct. 24</td>
<td>Enuresis &amp; Encopresis</td>
<td>14</td>
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<td>Oct. 31</td>
<td>Development &amp; Psychopathology in Adolescence</td>
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<td>Substance</td>
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<tr>
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<td>(Substance Abuse, Sexual Behavior)</td>
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<td>(See Outside Readings</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Chapter)</td>
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<td>Nov. 7</td>
<td>Mental Retardation</td>
<td>4</td>
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<tr>
<td>Nov. 14</td>
<td>Autism &amp; Asperger’s</td>
<td>6</td>
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<td>Autistic; Asperger’s</td>
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<td>Nov. 28</td>
<td>Presentations</td>
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<td>Dec. 5</td>
<td>Presentations (Take Home Exam: Due Dec. 11th by 1:00pm)</td>
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</table>
1. Temperament/Genetics

2. Child Characteristics
   (a) physical
      1. gender
      2. age
      3. race

   (b) psychological
      1. attributions

3. Family Characteristics
   (a) SES
   (b) # siblings
   (c) 2 parents vs 1 parent
   (d) family stress
      1. conflict
      2. parent depressive symptoms
      3. parent antisocial personality
      4. parent physical illness

4. Parenting
   (a) warmth/positive dimension
   (b) structured/discipline dimension

5. Peers

6. School/community
   (a) school environment
   (b) teacher variables
      1. teaching skills
      2. teacher characteristics

   (c) neighborhood
      1. risks
      2. resources

   (d) population density (rural/urban)

7. Culture/Society
   (a) differences by “cultural” groups
   (b) differences
      1. across regions of country
      2. across countries
Journals By Area: Child Psychopathology

Developmental Psychology
Child Development
Developmental Psychology

Child Psychopathology
Development and Psychopathology
Journal of Clinical Child and Adolescent Psychology
Journal of Abnormal Child Psychology
Journal of Child Psychology and Psychiatry and Allied Disciplines
Journal of the American Academy of Child and Adolescent Psychiatry

More General Journals
Journal of Consulting and Clinical Psychology
Journal of Abnormal Psychology
Behavior Therapy

Specialty Journals – Other Areas
Journal of Family Psychology
Journal of Marriage and Family
Journal of Community Psychology

Review Journals
Psychological Bulletin
Clinical Psychology Review
<table>
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<tr>
<th>Disorders</th>
<th>Temperament/Genetics</th>
<th>Child Characteristics</th>
<th>Family Characteristics</th>
<th>Parenting</th>
<th>Peers</th>
<th>School/Community</th>
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</table>
1. What are some potential interactive effects?

2. What is a potential developmental model displaying the developmental course of the disorder?

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<thead>
<tr>
<th>Genetic</th>
<th>Early Infancy</th>
<th>Middle Childhood</th>
<th>Early Adolescence</th>
<th>Middle Adolescence</th>
<th>Late Adolescent</th>
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<td>0-2</td>
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<td>6-11</td>
<td>12-14</td>
<td>14-16</td>
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Weekly Assignment

1. Temperament/Genetics
2. Child Characteristics
3. Family Characteristics
4. Parenting
5. Peers
6. School/Community
7. Culture/Society

********************************************************************************

ADHD ANX DEP ANOREXIA ENUR ALCOHOL MR AUT

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Presentations Last 2 Classes

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<tr>
<th>Chapter</th>
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<td>12.</td>
<td>24 (?)</td>
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<tr>
<td>13.</td>
<td>12 (?)</td>
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Class Materials
Child Psychopathology and Child Behavior Therapy

1. Reinforcement Principles:
   (1) My research press film: behavior principles
       (now with rest of tapes)
   (2) Al Roker Parent Corp (in workshop materials)

2. Autism:
   (1) Sam Morgan Tape
   (2) Intensive Intervention (Res Press) tape
   (3) Lovaas tape
   (4) Massusetts tape: The Autistic Child

3. Retardation:
   (1) My MR institution stereotype tape

4. ODD/CD:
   (1) Laurie Miller interaction tape (ODD)
   (2) Barkley-understanding deviant child
   (3) Our parenting program
   (4) Books

5. ADD:
   (1) Barkley
   (2) Books

6. Depression:
   (1) teen tape Boys Town
   (2) NBC Today Show (with tape)
   (3) Lewisholm TX (with tapes)
   (4) Lewisholm books (bookshelf)
   (5) Stark book (bookshelf)

7. Anxiety:
   (1) Lell autotape obsessive-compulsive
   (2) Relaxation audiotapes – 2
   (3) Kendall’s books

8. Eating Disorders:
   (1) tape

9. Enuresis:
   (1) Urine alarm: old & new

10. Child Sexual Abuse:
    (1) 2 tapes from research press

11. Divorce:
    (1) Tapes with workshop