



OTRP online

Office of Teaching Resources in Psychology

Psychology 518
Social and Emotional Problems in Children
Spring, 2004; Tues/Thurs. 12:30-1:50; NR 201

Instructor: Tasha Howe

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Office Hours: Mon. 11-12, Weds. 1-3, Fri. 11-12

Required Texts: Mash, E.J., & Wolfe, D.A. (2002). *Abnormal Child Psychology* (2nd Ed.), Wadsworth Publishers; AND Kearney, C.A. (2003). *Casebook in Child Behavior Disorders* (2nd Ed.), Thomson Wadsworth Publishers; AND Articles available on ONCORES (library website).

Course Description:

Developmental Psychopathology is an emerging and exciting new field of study, which is different from both child clinical psychology and general developmental psychology.

This course is designed to introduce you to the fundamental theories, research methods, concepts, and controversies of developmental psychopathology. We will explore the issues researchers and clinicians face when examining children at risk for, and showing symptoms of, disorder. We will examine the relationship between normal and atypical development. Psychopathology can elucidate the complexities of all children's development. For the student of normal development, disorder may provide a window into brain-behavior relations and processes not apparent in a typically functioning child. Taking a developmental perspective may help in understanding the impacts of biological and environmental factors, the course of mental illness, the sequelae of difficulties in childhood, and the differential manifestation of disorder during various ages. Case studies will be examined as application exercises for the material learned.

Examination of scientific research will allow you to better understand the methods used and the challenges and controversies existing in this field. By reading current research and discussing relevant issues, you will develop your critical thinking skills, which are vital to success in any field. By leading class discussions and writing analytical papers, you will hone your oral and written communication skills, which are essential tools for any field you may enter.

An active (i.e. NOT passively reading or listening without reaction or analysis) familiarity with each week's material will be essential for your successful participation in each class.

Goals:

- To understand that "a disorder" is intimately related to the normal developmental trajectory of children.

- To be able to recognize symptoms of disorders, assess possible causes, and be able to analyze empirically-based treatments that may be effective in ameliorating the problem.
- To become an adherent of the scientist-practitioner model, recognizing that success in the helping professions relies strongly on one's ability to synthesize, analyze, and criticize research.
- To come away with a deep understanding of the individual, familial, and larger contextual factors that influence the development of maladaptation in children.

Expectations:

This is a graduate level, challenging course involving a large amount of work on your part. You are expected to attend every class period and complete all reading BEFORE class meets. You are expected to have made notes on the readings including questions, comments, and criticisms. **At minimum**, you are expected to complete your article review form for each article you read. This will greatly enhance class discussions and will make you look quite impressive. You are also expected to participate in thoughtful discussions during class and ask questions often, not passively absorb the material. It is assumed that you are adults who will respect the classroom environment, including comments made by your classmates. The success of a course depends on every participant being enthusiastic, supportive, and prepared. This can be a fun and fascinating course if you choose to fully participate. My teaching and your learning will be greatly enhanced by us both engaging with the material together and learning from each other. There is no such thing as a dumb question! Please come to office hours often and discuss your questions and comments about the course.

Course Requirements:

Attendance/Participation/Investment/Work Ethic/Attitude: You are required to attend each class meeting. Those receiving A's in this area will be students who come every day, do all reading beforehand and think about it, are completely engaged in class, show critical thinking and/or reading, and fully participate in class discussion with a positive and supportive attitude. You are allowed 2 unexcused absences. There will be a 10-point deduction from your final grade calculation for every unexcused absence thereafter. Please call me and leave a message **ahead of time** if you know you will be absent or have an emergency.

Exams: **Undergraduates** will take 3 in-class exams over the semester. These exams will require Scantron Form 882-E. There will also be 3 short essays on each exam (3-4 sentence answers). All exams require critical and integrative thinking and will not focus on memorization of facts. **Graduate students** will have 3 take-home essay exams, which will result in 5-10 page typed essays (double spaced, 12 pt. font). These exams will focus on integration of course material with original critical thinking components added. *There will be no deadline extensions or make-up exams allowed.* Those not taking their exams on time or turning in their exams by the deadline will receive a "0" without exception.

Leading Class Discussion: You and 2 partners will take responsibility for one disorder. You will **1)** teach that material to the class for 2 class periods, using the text, cases, and articles assigned. You can use whatever teaching methods you choose, from creating a game, showing a video, giving a quiz, giving group assignments/activities, giving homework assignments, giving fieldwork assignments, giving paper assignments, taking a field trip, or giving lectures.

Creativity is always welcomed and **at most, only one of the two class periods should be pure lecture**. Raising thought-provoking questions and coming to class armed with discussions, comments, and criticisms about the readings will be appreciated by all. You are required to **meet with me** before you lead your discussions. If you do not, 10 points will be deducted from your presentation grade. Make sure that if there are homework or other preparatory assignments, you make a syllabus and distribute it to the class the week before you lead discussions. Grading will be on speaking and presentation style, ability to lead a class discussion, and critical and integrative thinking about the readings. Interest level and creativity will enhance your grade.

Term Paper: Undergraduates: You are required to write a 7-10 page APA style paper, which analyzes two peer-reviewed publications in the scientific literature. The articles should show different approaches to treating a single disorder. You will briefly outline the goals, methods, and results of each study. The bulk of the paper will be your integration of things you have learned in class that would inform such intervention efforts in the future. You need to cite specific texts/chapters/issues from class and show that you can read a scientific article and can make suggestions for better work in the future. Completed drafts will be happily reviewed beforehand. Handout to follow. **Graduate Students:** You are required to write a 10-20 page APA Style research *proposal* paper (double spaced, 1" margins), proposing the creation of a prevention or intervention program (or counseling case-plan). You must have a detailed literature review on previous attempts at intervention, prevention, or counseling, point out the flaws in previous work, and propose a new empirically-based program. It is strongly recommended that you turn in an outline first and then a completed draft (or two). Those who write an outline and complete draft will definitely reap the rewards in the end. GET STARTED NOW!!!!!!! Handout to follow.

Evaluation:

Grading is on a straight scale, and the full scale will be used for everyone (A-F). For example, 80-82% = B-, 83-86% = B, 87-89% = B+.

Attendance/Participation/Investment/Work Ethic/Attitude:	50 points at my discretion
Exams (3 @50 points each):	150 points
Leading Class Discussion for 2 Days with Partners:	100 points
Term Paper:	<u>100 points</u>
	400 points possible

Daily Assignments: Reading must be completed BY the date listed!		
Date	Topic	Chapter/Case#/Article
January		
Tues 20	Introduction to D.P.	None
Thurs 22	History & Current Issues	Ch. 1
Tues 27	Pioneering D.P Publication	Sroufe & Rutter (1984) Article
Thurs 29	Transforming the Field	Sroufe (1997) Article/Case #1
February		
	START RESEARCH FOR PAPER (LIT. REVIEW)!!!	
Tues 3	Intro. to Normal Development	Wenar Ch. 2 Article(p.27-37)
Thurs 5	Normal Development Cont'd	Wenar (pp. 37-52)/Case #14

Tues 10	Risk and Resilience	Masten Article
Thurs 12	Risk and Resilience	Luthar Article
Tues 17	Theoretical Perspectives	Ch. 2 (pp. 20-39)
Thurs 19	Theories Continued	Ch. 2 (pp. 40-43)/Shirk Article
Tues 24	EXAM #1!!!!	Grads: Due Weds 5pm (box)
Thurs 26	Research Methods	Ch. 3
March	SHOW ME AN OUTLINE FOR PAPER!!!!	
Tues 2	Research Methods Continued	Peterson Article & Weiss Art.
Thurs 4	Assessment/Tx/Cultural Issues	Ch. 4(pp. 67-83)/Tharp Article
Tues 9	Assessment/Tx/Cultural Issues	(pp.84-96)/Garcia-Coll Article
Thurs 11	Genes & Environments	Steinberg Article/Reiss Article
Tues 16-Thurs 18	SPRING BREAK!!!	
Tues 23	ADHD/ Student Led!!!	Ch. 5 (pp. 98-113)/Case #6
Thurs 25	ADHD/ Student Led!!!	Ch.5(pp114-126)/Patterson Art.
Tues 30	Conduct Probs/ Student Led!!	Ch. 6 (pp. 128-146)/Case #8
April	TURN IN COMPLETED DRAFT OF PAPER FOR COMMENTS!!!!	
Thurs 1	Conduct Probs/ Student Led!!	Ch. 6 (pp.147-161)/BrestanArt
Tues 6	EXAM #2!!!	Grads: Due Weds 5pm (box)
Thurs 8	Anxiety Dis./ Student Led!!!	Ch. 7(pp.162-181)/Case #2
Tues 13	Anxiety Dis./ Student Led!!!	Ch7 (pp182-197)/ComptonArt
Thurs 15	Mood Dis./ Student Led!!!	Ch. 8 (pp. 198-212)/Case #3
Tues 20	Mood Dis./ Student Led!!!	Ch. 8 (pp.213-229)/CaslowArt
Thurs 22	Autism/ Student Led!!!	Ch.10(pp. 257-84)/Rogers Art.
Tues 27	Psychosis/ Student Led!!!	Ch.10(pp.285-290)/Case #15
Thurs 29	Child Abuse & Neglect	Ch. 14 (pp. 376-385)/Case #13
May		
Tues 4	Child Abuse & Neglect	Ch. 14 (pp. 386-404)/Case #10
Thurs 6	Course Wrap-up/Rap Session	TERM PAPERS DUE!!!!
Tues 11 @ 12:40	FINAL EXAM!!!	Grads: Due Weds 5pm (box)

Reading List

- Brestan, E., & Eyberg, S. (1998). Effective psychosocial treatments of conduct-disordered children and adolescents: 29 years, 82 studies, and 5,272 kids. *Journal of Clinical Child Psychology, 27*(2), 180-189.
- Compton, S. (2002). Review of the evidence base for treatment of childhood psychopathology: Internalizing disorders. *Journal of Consulting and Clinical Psychology, 70*(6), 1240-1266.
- Kaslow, N., & Thompson, M. (1998). Applying the criteria for empirically supported treatments to studies of psychosocial interventions for child and adolescent depression. *Journal of Clinical Child Psychology, 27*(2), 146-155.
- Luthar, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543-562.
- Masten, A., & Coatsworth, J. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist, 53*(2), 205-220.
- Patterson, G., DeGarmo, D., & Knutson, N. (2000). Hyperactive and antisocial behaviors: Comorbid or two points in the same process? *Development and Psychopathology, 12*, 91-106.
- Peterson, L., & Bell-Dolan, D. (1995). Treatment outcome research in child psychology: Realistic coping with the 'Ten Commandments of Methodology,' *Journal of Clinical Child Psychology, 4*(2), 149-162.
- Rogers, S. (1998). Empirically supported comprehensive treatments for young children with autism. *Journal of Clinical Child Psychology, 27*(2), 168-179.
- Shirk, S. (1998). Interpersonal schemata in child psychotherapy: A cognitive-interpersonal perspective. *Journal of Clinical Child Psychology, 27*(1), 4-16.
- Sroufe, A. (1997). Psychopathology as an outcome of development. *Development and Psychopathology, 9*, 251-268.
- Sroufe, A., & Rutter, M. (1984). The domain of Developmental Psychopathology. *Child Development, 55*, 17-29.
- Steinberg, L., & Avenevoli, S. (2000). The role of context in the development of psychopathology: A conceptual framework and some speculative propositions. *Child Development, 71*, 66-74.
- Tharp, R. (1991). Cultural diversity and treatment of children. *Journal of Consulting and Clinical Psychology, 59*(6), 799-812.
- Weiss, B., Catron, T., & Harris, V. (2000). A 2-year follow-up of the effectiveness of traditional child psychotherapy. *Journal of Consulting and Clinical Psychology, 68*(6), 1094-1101.

Wenar, C., & Kerig, P. (2000). Normal development. In C. Wenar and P. Kerig (Eds.), *Developmental Psychopathology* (3rd ed., pp. 27-52). New York: McGraw-Hill.