



UNIVERSITY OF
CALGARY

Program in Clinical Psychology

Department of Psychology

Child Psychopathology

Psychology 653 (L01) – Winter 2008

Course Outline

Instructor:	Eric J. Mash, Ph.D., R. Psych.	Email:	mash@ucalgary.ca
Office:	Admin. 251D	Office Phone:	220-5570
Lecture Day/Time:	Fridays 09:00 - 12:00 hours	Location:	A135

Required Text and Readings:

- (1) Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child psychopathology (2nd ed.)*. New York: Guilford Press.
- (2) Specific weekly readings as assigned.

Recommended:

- (1) American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders DSM-IV-TR (Text Revision)*. Washington, DC: Author.

Course Blackboard:

An information resource, Blackboard, has been set up to access information related to the course.

General Course Description:

“Science is not a collection of facts, any more than opera is a collection of notes. It’s a process, a way of thinking, based on a single insight—that the degree to which an idea seems true has nothing to do with whether it is true, and that the way to distinguish factual ideas from false ones is to test them.” (Ferris, 1998, p. 5)

The purpose of PSYC 653 is to provide an overview of the major psychological disorders of childhood and adolescence with an emphasis on the characteristics of the disorders, their determinants, and current theoretical formulations and research. Research into the causes and

outcomes of child psychopathology is an exciting, challenging, and rapidly growing area of study. The course will consider childhood disorders primarily from the developmental psychopathology and developmental-systems conceptual perspectives. The course will take an empirical approach that focuses on recent research into the etiology and developmental course of childhood disorders. Some attention will be given to strategies for intervention and prevention as a context for informing your understanding of child psychopathology, but intervention and prevention strategies will not be the major focus of the course. The primary clinical skills that will be targeted in this course are diagnosis and case conceptualization. Strategies and issues for the assessment of childhood problems in the service of diagnosis and case conceptualization will be addressed, but assessment and treatment are not the primary focus of this course. The course is intended for students who already have background preparation in both abnormal psychology (preferably abnormal child psychology) and child development, and graduate level coursework in research methods and statistics. Since current theory, research, and clinical findings will be emphasized, basic foundation knowledge in abnormal psychology and child development will not be reviewed in any detail. PSYC 653 is a core offering in the program in clinical psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training in clinical psychology.

Course Objectives:

The overall objectives of PSY 653 are the acquisition of knowledge, understanding, and critical thinking about:

1. Basic characteristics of childhood disorders, including common developmental pathways, neurobiological, psychosocial, environmental, and cultural determinants, and risk and protective factors.
2. Current conceptual frameworks for defining and understanding childhood disorders, particularly a developmental psychopathology (Sroufe & Rutter, 2000) and developmental-systems perspective (Mash & Dozois, 2003).
3. Issues and approaches to classification, diagnosis, and assessment of child psychopathology.
4. Conceptual issues associated with the study of childhood disorders.
5. Current research findings for various types of child psychopathology.
6. Research and design issues in the study of child psychopathology.
7. Implications of knowledge about child psychopathology for prevention and intervention.

Class Schedule, Topics, and Assigned Text Chapters:*

Date	Topic	Text Chapters**
January	18 Introduction/Organizational Meeting	1 (pp. 3-30)
	25 Models of Childhood Disorders-Classification	1 (pp. 30-55)
February	1 Attention Deficit Hyperactivity Disorder	2
	8 Conduct and Oppositional Defiant Disorders	3
	Adolescence Substance Use Disorders	4
	15 Anxiety Disorders in Children and Adolescents	6
	Post-traumatic Stress Disorder	7
	22 Reading Week – No Class	
	29 Mood Disorders in Children and Adolescents	5
	Pediatric Bipolar Disorder	
March	7 Mid-Term	--
	14 Social Withdrawal and Peer Problems	8
	21 Good Friday – No Class (University Closed)	
	28 Autistic Disorder	9
April	4 Disorder and Risk for Disorder	13
	Child Maltreatment	14
April	11 Mental Retardation (Intellectual Disabilities)	11
	Learning Disabilities	12
	18 Eating Disorders	15
April	23 Final Examination	--

*** Note: Adjustments may be made in our class schedule and readings as required.**

****Also see weekly assigned readings that are listed in this outline.**

Course Format and Requirements:

This course will be taught in a seminar format. Therefore, a heavy emphasis will be placed on class discussion of assigned readings and related issues. Readings will be assigned each week and will serve as the basis for class discussions of each topic. Class time will be used to consider the

assigned topics and readings in a seminar and discussion format, and for student presentations. Students are expected to read the assigned material prior to each class, to prepare thought questions to facilitate class discussion, to be prepared to outline an assigned reading for class, and to participate fully in all class discussions. As described below, you will also prepare and submit a thought paper that includes written questions and issues about the assigned readings for each week. While I shall frequently offer opinions, tell stories, and pontificate, the success of the course will depend in large measure on your willingness to pitch in, take a chance, and otherwise actively engage the subject matter through spirited discussion and debate.

There will be two examinations in this course, a 3-hour in-class mid-term examination on March 7 (9:00-12:00 hrs), and a 3-hour final examination on April 23 (9:00 – 12:00 hrs). Examinations will consist of short answer, short essay, and essay questions designed to assess your mastery of basic information and your ability to integrate, communicate understanding, and critically evaluate the material we have covered in both the assigned readings and class seminars.

You will also be required to give a 90-minute in-class oral presentation on a controversial issue related to one of our weekly topics. Presentation grades will be based on: the appropriateness and quality of your assigned reading(s) to the class; the quality of your class handout and reading list; material used in your presentation; knowledge and mastery of the topic as reflected in your presentation; organization and quality of the presentation; class engagement and discussion.

Further details for each of these assignments are provided below.

Evaluation:

Grades will be assigned based on the following assignments and percentages:

Assignment	Percentage	Due Date
Mid-term examination	30%	March 7
Class Presentation	20%	TBA
Class Preparation, Participation, and Thought Papers	20%	Weekly
Final Examination	30%	April 23

Please Note: In order to manage the course and to mirror some of the demands commonly present in your future role as a clinical scientist and professional psychologist, due dates for class assignments (distribution of readings, thought papers, handouts, class presentations, exams) are viewed strictly. No late assignments will be accepted.

Grading:

Percentages below indicate the approximate standard required for each letter grade; some or all cutoffs may be lowered but will not be raised.

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.

IMPORTANT: A student seeking reappraisal of graded exams, assignments, etc. must discuss his/her work with the instructor within 15 days of being notified of the mark of the work having been returned to the class. In accord with Faculty regulations, the whole assignment or exam will be re-marked, and the mark may be raised, lowered, or remain the same. No reappraisal is permitted after the fifteen-day period.

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Description of Assignments:

1. Class Preparation, Class Participation, and Thought Papers

To facilitate class discussions, you are expected to keep up with the assigned readings on a weekly basis (text, assigned journal articles/chapters). We will begin each class with a discussion of the assigned readings, and each class member will be expected to comment on and raise important issues, questions, and ideas related to these readings.

You are required to submit a thought paper each week that will help you prepare for class discussions through thoughtful engagement with the readings. In your thought paper you should raise interesting issues and questions that you can then discuss and attempt to resolve in our class discussions. Your thought papers are not intended to be summaries of the readings. Your emphasis should be on drawing from what you have read to identify important ideas, dilemmas, controversies, and tension among ideas. There are several different ways to achieve this goal. One approach to writing a thought paper that you may find helpful is to identify and challenge your assumptions about the topic—or an element of it—and explore alternative ways of thinking and acting. You might also consider and integrate ideas raised in current readings with those raised in prior readings, in this course or another. You should consider both pro and con arguments for a position. For instance, your thought paper might describe: 1) a commonality that you discovered among the readings, 2) a research idea, 3) a new concept, 4) a proposal that you disagree with, or 5) an expansion of your knowledge of child psychopathology. A thought paper may capture an original thought that might shape your approach to child psychopathology.

You are responsible for bringing 2 hard copies of your thought paper to class, one for the instructor and one for your own reference during the class discussion, and also to E-mail one

copy of your thought paper to the instructor on the day of class or earlier. Your thought paper should not exceed two single-spaced pages in length. The issue(s) that you focus on may be based on a selection of the readings, but you should give some thought, attention, and coverage to all of the assigned readings for that week. Your thought paper is to be submitted at the start of each class, beginning on January 18. You are not required to submit a thought paper on the day that you are giving a class presentation.

During two class periods (January 18 and January 25), assigned readings will be divided so that one or two students are primarily responsible for each reading and for leading a discussion of this article. In these two classes, that student(s) is expected to provide an outline of their assigned reading in class and to prepare thought questions to facilitate class discussion. Although one or two people will take the lead on specific articles in these classes, all students are expected to read the assigned material prior to each class session and to participate in the class discussion. In these classes only, your thought paper may focus exclusively on the reading(s) for which you have responsibility.

The 20% of your grade that is associated with readings, seminar participation, and thought papers will be assigned based on my appraisal of several factors. Among these are:

- Your mastery of the required readings.
- The quality and thoughtfulness of issues and questions that you raise in your weekly thought papers. Thought papers will be graded as √+ (excellent), √ (satisfactory), or √- (needs improvement).
- Your seminar participation, involvement, and contributions as reflected in such things as comments and questions indicating that you have carefully read and thought about the assigned readings for a particular week.
- Your active participation and involvement in class presentations and discussions, and the thoughtfulness and quality of your comments.

A letter grade for, class preparation, participation, and thought papers will be assigned after the mid-term (March 7) and at the end of the course; however, you can and are encouraged to seek individual, informal feedback at any time during the course.

2. Class Presentation

You are to make one 90-minute class presentation in which you select a contemporary controversial issue related to the designated weekly topic. In your presentation, you should address both sides of the issue, and outline the specific research evidence for and against. In conjunction with your presentation, you should identify what you think is an especially important/interesting 2005/2006/2007/2008 original empirical *research* article (not a review paper) that is particularly relevant to the controversial issue you have selected. A hard copy of this research article should be provided to the instructor and to each class member at least *one-week prior your presentation*. As one part of your presentation you should critically evaluate the research study you have selected and its implications for our understanding of child psychopathology. In doing this you should consider the theoretical rationale for the study, research methods, and findings. You should also raise issues and questions about the article for class discussion. Remember, everyone will have read the article you assigned prior to class, so you should not spend much time summarizing or simply repeating information that is in the

article. Rather, the goal of this part of your presentation is to provide your own critical analysis and a *discussion* of important conceptual and methodological issues that are raised by the article.

During the first week of the course, you will select one of six general class presentation topics. The controversial issue you select will be in relation to one of these broader topics.

- 1. February 15 – Post-traumatic Stress Disorder**
- 2. February 29 – Pediatric Bipolar Disorder**
- 3. March 14 – Peer Relationship Problems**
- 4. April 4 – Disorder and Risk for Disorder**
- 5. April 11 – Learning Disabilities**
- 6. April 18 – Eating Disorders**

To facilitate your presentation you should prepare a concise handout (2 page single-spaced maximum + reference list) that will be given to class members and myself on the day of your presentation. This handout should provide a detailed overview of your presentation as well as relevant references in support of your points.

Some of the issues that you may wish to consider in your critical analysis of the journal article are listed below. These points are intended to get you to think about a range of possible issues related to the research article. They *are not* intended to serve as the organization for your presentation/discussion of the research article or an outline of points that you necessarily need to cover in your presentation.

A. Introduction

1. Briefly consider the topic of the research. Summarize the most pertinent past research.
2. What additional information is the present research study supposed to add to the field?
3. State the study's hypothesis or hypotheses. If there are no hypotheses, what is the intent of the study?

B. Method

1. Who were the subjects? Were they selected in any specific manner or by any criteria? Were any subjects excluded from participation? If so, why?
2. What measures were used to assess the constructs of interest? Who were the informants?
3. What is the setting of the study?
4. Identify the type of design used (e.g., experimental, correlational, naturalistic, etc.) and summarize the design.
5. List all of the variables. Indicate how they were operationally defined.
 - a. If correlational, indicate which variables were to be associated with one another.
 - b. If experimental, indicate which variables are independent and which are dependent.

C. Confounds and Ethical Issues

1. Indicate whether or not there were any biases present in the selection of subjects. If so, how could they have been avoided?
2. Indicate whether or not there were any biases present during the running of the study (consider experimenter bias, subject bias, etc.).
3. Consider current ethical guidelines for research. Were the subjects at any risk? If so, what safeguards did the research introduce into the study?

4. Did you find any ethical issues that were not addressed adequately? If so, describe why you do not think they were adequate and how you would address them.

D. Results

1. Are there any descriptive statistics used? Which ones? What do they tell you?
2. Are there any inferential statistics used? Which ones? What do they tell you?
3. Explain how the results support or do not support the hypotheses.

E. Discussion

1. What major conclusions do the authors draw?
2. How are their findings related to prior research?
3. Do the conclusions follow logically from the results? Are there any unwarranted, hidden, assumptions of causality?
4. Are the results trustworthy or not?
5. Do the authors suggest any theoretical implications? If so, what? Discuss briefly whether or not you agree with their theoretical interpretations.
6. Do the authors suggest any practical implications? If so, what?
7. Do you think this research study was well executed? If not, what were some of the flaws? How might you overcome these flaws in future research?
8. To what populations or settings would you be willing to extend or generalize the conclusions?
9. Do the authors draw any conclusions you are unwilling to accept? If so, please explain.
10. What future research do the authors suggest?

Grades for your class presentation will be based on my appraisal of the *significance* of the controversial issue you have selected, your review of evidence on both sides of the issue, the research findings you present to support each of your points, and the importance and thoughtfulness of the points you raise for discussion. Also taken into consideration will be the significance, quality, and relevance of the journal article you have selected, and your understanding and mastery of this article.

In assigning the grade for your presentation a number of factors will be taken into account: (a) how well you synthesize and communicate the major points and issues related to the controversial issue you have selected; (b) the clarity and organization of your presentation; (c) the accuracy of what you present; (d) the level of interest and issues that you raise for class discussion; (e) the quality of this discussion and your success in engaging others; (e) the appropriateness and quality of the research article you have assigned; (f) your critical analysis of the article; and (d) the clarity and organization of your class handout and your choice of key references, as well as their quality and appropriateness.

Some of the journals that publish original research reports in the area of child psychopathology that you may wish to consult in selecting your research article include:

Key Journals:

Journal of Abnormal Child Psychology

Journal of Child Psychology and Psychiatry

Journal of the American Academy of Child and Adolescent Psychiatry

Development and Psychopathology

Journal of Abnormal Psychology
Journal of Clinical Child and Adolescent Psychology

Other Journals:

Journal of Family Psychology
American Journal of Orthopsychiatry
Child Abuse & Neglect
Child Development
Developmental Psychology
Pediatrics
Journal of Autism and Developmental Disorders
Journal of the American Association on Mental Deficiency
Journal of Consulting and Clinical Psychology
Journal of School Psychology
Journal of Pediatric Psychology
Family Process
Journal of Marriage and the Family
Family Violence
Journal of Interpersonal Violence
Clinical Child and Family Psychology Review

3. Examinations:

Examinations will consist of short answer, short essay, and essay questions designed to assess your mastery of basic information as well as your ability to integrate, critically evaluate, and communicate an understanding of the material covered in both the assigned readings and class seminars.

(1) Mid-term examination: Will cover Chapters 1-7 of the Mash and Barkley text, weekly assigned readings, and class seminar discussions and presentations.

(2) Final Examination: Will emphasize Chapters 8, 9, and 11-15 of the text, weekly assigned readings during the second half of the course, and class seminar discussions and presentations. In addition, the final examination will be cumulative in that it may also include integrative questions that require knowledge and understanding of basic information and issues related to readings and class discussions that have taken place throughout the entire course.

Recommended Books

Listed below are a number of recommended books that are available in the library. These books are general references that you may find useful in preparing your paper or class presentation, or in expanding your knowledge base on the various topics that we will be covering throughout the course.

Bell, D. J., Foster, S. L., & Mash, E. J. (Eds.). (2005). *Handbook of behavioral and emotional problems in girls*. New York: Kluwer/Plenum Publishing.

- Cicchetti, D. (and others) (Eds.). (1989-1999). *Rochester symposium on developmental psychopathology* (Vols. 1-9). New York: University of Rochester Press.
- Cicchetti, D., & Cohen, D. J. (2006). *Developmental psychopathology* (2nd ed., Vols. 1, 2, 3). New York: Wiley.
- Mash, E. J., & Barkley, R. A. (Eds.). (2006). *Treatment of childhood disorders* (3rd ed). New York: Guilford.
- Mash, E. J., & Barkley, R. A. (Eds.). (2007). *Assessment of childhood disorders* (4th ed.). New York: Guilford Press.
- Wolfe, D. A., & Mash, E. J. (Eds.). (2006). *Behavioral and emotional problems in adolescents: Nature, assessment and treatment*. New York: Guilford.
- Zeanah, C. H., Jr. (2000). *Handbook of infant mental health* (2nd. ed.). New York: Guilford.
- Zero to Three/National Center for Clinical Infant Programs (1994). *Diagnostic classification of mental health and developmental disorders of infancy and early childhood* (Diagnostic Classification: 0-3). Washington, DC: Author.

General Framework for Coverage of Each Disorder:

The following general framework may be of help you in organizing information for each of the disorders to be covered.

- I. Definition and Classification
 - A. Clinical Description
 1. Behavioral symptoms (e.g., aggression, social avoidance)
 2. Emotional symptoms (e.g., disturbances in affect)
 3. Peer relationships
 4. Cognitive functioning
 5. Related physical conditions
 - B. Demographic/Epidemiological Information
 1. Prevalence and co-morbidity
 2. Gender, ethnic, and cultural differences
 - C. DSM-IV-TR Criteria
- II. Theory and Etiology
 - A. Theoretical Explanations (e.g., learning, analytic, family systems)
 - B. Neurobiological/Genetic Influences (e.g., CNS damage, prenatal injury)
 - C. Family Factors (e.g., interaction patterns, childrearing style, parent characteristics)
 - D. Child Factors (e.g., temperament, age, sex)
 - E. Socio-cultural Factors (poverty, teen parents)
- III. Course of the Disorder
 - A. Onset and duration, developmental course, adult outcomes
 - B. Risk and Protective Factors
 - C. Common Developmental Pathways

D. Implications for Prevention and Intervention
IV. Other Special Considerations and Issues

Required Readings:

Note: Assigned journal articles are available on-line through the University library.

January 18 – Introduction/Organizational Meeting*

Mash and Barkley - Chapter 1, pp. 3-30.

Shea, S. E., Gordon, K., Hawkins, A., Kawchuk, J., & Smith, D. (2000). Pathology in the hundred acre wood: A neurodevelopmental perspective on A. A. Milne. *Canadian Medical Association Journal*, *163*, 1557-1559.

Rutter, M., & Sroufe, L. A. (2000). Developmental psychopathology: Concepts and challenges. *Developmental and Psychopathology*, *12*, 265-296.

Rutter, M. (2005). Multiple meanings of a developmental perspective on psychopathology. *European Journal of Developmental Psychology*, *2*, 221-252.

Rutter, M., Kim-Cohen, J., & Maughan, B. (2006). Continuities and discontinuities in psychopathology between childhood and adult life. *Journal of Child Psychology and Psychiatry*, *47*, 276-295.

Costello, E. J., Foley, D. L., & Angold, A. (2005). 10-year research update review: The epidemiology of child and adolescent psychiatric disorders: I. Methods and public health burden. *Journal of the American Academy of Child and Adolescent Psychiatry*, *44*, 8-25.

January 25 - Models of Childhood Disorders/Classification*

Mash and Barkley – Chapter 1, pp. 30-55.

Costello, E. J., Egger, H., & Angold, A. (2005). 10-year research update review: The epidemiology of child and adolescent psychiatric disorders: II. Developmental epidemiology. *Journal of the American Academy of Child and Adolescent Psychiatry*, *44*, 972-986.

Pickles, A., & Angold, A. (2003). Natural categories or fundamental dimensions: On carving nature at the joints and the rearticulation of psychopathology. *Development and Psychopathology*, *15*, 529–551.

O’Conner, T. G. (2003). Early experiences and psychological development: Conceptual questions, empirical illustrations, and implications for intervention. *Development and Psychopathology*, *15*, 671–690.

Yasui, M., & Dishion, T. (2007). The ethnic context of child and adolescent problem behavior: Implications for child and family interventions. *Clinical Child and Family Psychology*

Review, 10, 137-179.

Hinshaw, S. P., & Cicchetti, D. (2000). Stigma and mental disorder: Conceptions of illness, public attitudes, personal disclosure, and social policy. *Development and Psychopathology, 12, 555-598.*

Crick, N. R., & Zahn-Waxler, C. (2003). The development of psychopathology in females and males: Current progress and future challenges. *Development and Psychopathology, 15, 719-742.*

Recommended:

Peterson, B. S. (2003). Conceptual, methodological, and statistical challenges in brain imaging studies of developmentally based psychopathologies. *Development and Psychopathology, 15, 811-832.*

State, M. W., Lombroso, P. J., Pauls, D. L., & Leckman, J. F. (2000). The genetics of childhood psychiatric disorders: A decade of progress. *Journal of the American Academy of Child and Adolescent Psychiatry, 39, 946-962.*

Swanson, D. P., Spencer, M. B., Harpalani, V., Dupree, D., Noll, E., Ginzburg, S., & Seaton, G. (2003). Psychosocial development in racially and ethnically diverse youth: Conceptual and methodological challenges in the 21st century. *Development and Psychopathology, 15, 743-771.*

Weisz, J. R., Weiss, B., Suwanlert, S., & Chaiyasit, W. (2006). Culture and youth psychopathology: Testing the syndromal sensitivity model in Thai and American adolescents. *Journal of Consulting and Clinical Psychology, 74, 1098-1107.*

February 1 – Attention-Deficit/Hyperactivity Disorder (ADHD)

Mash and Barkley - Chapter 2

Taylor, E. (1999). Developmental neuropsychopathology of attention deficit and impulsiveness. *Development and Psychopathology, 11, 607-628.*

Coghill, D., Nigg, J., Rothenberger, A., Sonuga-Barke, E., & Tannock, R. (2005). Whither causal models in the neuroscience of ADHD? *Developmental Science, 8, 105-114.*

Sonuga-Barke, E. J. S., Auerbach, J., Campbell, S. B., Daley, D., & Thompson, M. (2005). Varieties of preschool hyperactivity: Multiple pathways from risk to disorder. *Developmental Science, 8, 141-150.*

Recommended:

Krain, A. L., & Castellanos, F. X. (2006). Brain development and ADHD. *Clinical Psychology Review, 26, 433-444.*

Waldman, I. D., & Gizer, I. R. (2006). The genetics of attention deficit hyperactivity disorder. *Clinical Psychology Review, 26*, 396-432.

**February 8 - Conduct and Oppositional Defiant Disorders
Adolescent Substance Use Disorders**

Mash and Barkley - Chapters 3 and 4

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*, 349-371.

Frick, P. J., Cornell, A. H., Bodin, S. D., Dane, H. E., Barry, C. T., & Loney, B. R. (2003). Callous-unemotional traits and developmental pathways to severe conduct problems. *Developmental Psychology, 39*, 246-260.

Recommended:

Raine, A. (2002). Biosocial studies of antisocial and violent behavior in children and adults: A review. *Journal of Abnormal Child Psychology, 30*, 311-326.

Granic, I., & Patterson, G. R. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review, 113*, 101-131.

**February 15 - Anxiety Disorders in Children and Adolescents
Post-traumatic Stress Disorder**

Mash and Barkley - Chapters 6 and 7

Bogels, S. M., & Brechman-Toussaint, M. L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing, and beliefs. *Clinical Psychology Review, 26*, 834-856.

1. Presentation article PTSD: _____

Recommended:

Pine, D. S. (2007). Research review: A neuroscience framework for pediatric anxiety disorders. *Journal of Child Psychology and Psychiatry, 48*, 631-648.

Gregory, A. M., & Eley, T. C. (2007). Genetic influences on anxiety in children: What we've learned and where we're heading. *Clinical Child and Family Psychology Review, 10*, 199-212.

February 22 – Reading Week – No Class

February 29 – Mood Disorders in Children and Adolescents

Mash and Barkley - Chapter 5

Miller, A. (2007). Social neuroscience of child and adolescent depression. *Brain and Cognition*, 65, 47-68.

Weiss, B., & Garber, J. (2003). Developmental differences in the phenomenology of depression. *Development and Psychopathology*, 15, 403–430

2. Presentation article Pediatric Bipolar Disorder: _____

March 7 – Mid-term Examination

March 14 - Social Withdrawal and Peer Problems

Mash and Barkley - Chapter 8

Deater-Deckard, K. (2001). Annotation: Recent research examining the role of peer relationships in the development of psychopathology. *Journal of Child Psychology and Psychiatry*, 42, 565-579.

3. Presentation article Peer Relationships: _____

March 21 – Good Friday – No Class (University Closed)

March 28 - Autistic Disorder

Mash and Barkley - Chapter 9

Gillberg, C. (1999). Neurodevelopmental processes and psychological functioning in autism. *Development and Psychopathology*, 11, 567-587.

Dawson, G., Webb, S., Schellenberg, G. D., Dager, S., Friedman, S., Aylward, E., & Richards, T. (2002). Defining the broader phenotype of autism: Genetic, brain, and behavioral perspectives. *Development and Psychopathology*, 14, 581–611.

Sigman, M., Spence, S. J., & Wang, A. T. (2006). Autism from developmental and neuropsychological perspectives. *Annual Review of Clinical Psychology*, 2, 327-355.

April 4 - Disorder and Risk for Disorder and Child Maltreatment

Mash and Barkley - Chapters 13 and 14

Thompson, R. A., & Raikes, H. A. (2003). Toward the next quarter-century: Conceptual and methodological challenges for attachment theory. *Development and Psychopathology*, 15, 691–718.

4. Presentation article Disorder and Risk for Disorder: _____

April 11 - Mental Retardation (Intellectual Disabilities) and Learning Disabilities

Mash and Barkley – Chapters 11, 12

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. I: Prevalence and impact. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42, 915-922.

Dekker, M. C., & Koot, H. M. (2003). DSM-IV Disorders in children with borderline to moderate intellectual disability. II: Child and family predictors. *Journal of the American Academy of Child and Adolescent Psychiatry*, 42, 923-931.

Dekker, M. C., & Koot, H. M. (2003). Emotional and behavioral problems in children and adolescents with and without intellectual disability. *Journal of Child Psychology and Psychiatry*, 43, 1087-1098.

5. Presentation article Learning Disabilities: _____

Tallal, P., & Benasich, A. A. (2002). Developmental language and learning impairments. *Development and Psychopathology*, 14, 559–579.

Tallal, P. (2003). Language learning disabilities: Integrating research approaches. *Current Directions in Psychological Science*, 12, 206-211.

April 18 - Eating Disorders

Mash and Barkley - Chapter 15

Peel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology. *Psychological Bulletin*, 129, 747–769.

Polivy, J., & Herman, C. P. (2002). Causes of eating disorders. *Annual Review of Psychology*, 53, 187-213.

6. Presentation article Eating Disorders: _____

April 23 – Final Examination

PLEASE NOTE: Additions, deletions, adjustments, or changes in required weekly readings or assignments may be made throughout the term as required.

EJM:bm

Research Article/Presentation Topics

Sign-Up Sheet

1. February 15 – PTSD

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2. February 29 –Pediatric Bipolar Disorder

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3. March 14 – Peer Relationship Problems

–

4. April 4 – Disorder and Risk for Disorder

–

5. April 11 – Learning Disabilities

–

6. April 18 – Eating Disorders

–