

## PSYC 641 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Fall 2009

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Meeting Time: Wednesday 2-5  
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Office Hours: Wednesday 9-12 and by appointment  
Prerequisites: Graduate status

### **Course Description:**

This course is designed to provide an overview of emotional and behavior disorders of children and adolescents. The course will begin with an overview of models of psychopathology and cross-cutting issues such as diagnostic comorbidity, basic emotional processes, and psychosocial correlates of psychopathology. Discussion of disorder will include information regarding: (a) DSM-IV-TR diagnostic criteria and information, (b) history within applied psychology, (c) developmental and systems issues, (d) etiology and risk factors, (e) unique ethical and legal issues, (f) issues of cultural diversity, and (g) differential diagnosis.

### **Course Objectives:**

Students will be expected to display an understanding of childhood and adolescent psychological disorders regarding:

1. theoretical and historical foundations;
2. current knowledge base for classification, epidemiology, etiology, and developmental trajectory;
3. limitations of the current knowledge base;
4. ethical, professional, and cultural diversity issues;
5. differential diagnosis

### **Required Text:**

American Psychiatric Association 2000. *(DSM-IV-TR) Diagnostic and statistical manual of mental disorders*, 4th edition, text revision. Washington, DC: American Psychiatric Press, Inc.

The DSM is designed to be used as reference material. Each week that we cover a specific disorder or set of disorders, it is required that you review the associated sections of the DSM so you come to class with a general understanding of the symptoms and features of the disorder. The DSM page numbers associated with each lecture are listed in the course schedule. In addition, the journal articles and book chapters listed in the course schedule below are required reading for the course. These readings are available for download through Blackboard at <http://www.miami.edu/blackboard>. A complete list of required readings is available at the end of this syllabus.

**Course Content:**

Date	Topic	Assigned Reading
8/26	Introduction to Course; History of Child Psychopathology; Introduction to Developmental Psychopathology	
9/2	Approaches to Classifying Child Psychopathology; Assessment of Child Psychopathology	DSM: xxii-37 Achenbach & Edelbrock (1978) Lahey et al. (2008) Angold & Costello (2009)
9/9	Cross-Cutting Issues in Child Psychopathology	Angold, Costello & Erkanli (1999) Southam-Gerow & Kendall (2002) Zahn-Waxler, Shirtcliff & Marceau (2008) Canino & Alegría (2008)
9/16	Mood Disorders I: Unipolar Depression	DSM: 345-356; 369-382 Birmaher, Arbelaez & Brent (2002) Hankin & Abramson (2001) Jacobs, Reinecke, Gollan & Kane (2008)
9/23	Mood Disorders II: Bipolar Disorder; Suicide <b>Bipolar Disorder Reaction Paper due</b>	DSM: 357-368; 382-401 Carlson et al. (2009) Youngstrom (2009) Spirito & Esposito-Smythers (2006) Klonsky (2007)
9/30	Anxiety Disorders I	DSM: 121-125; 429-436; 472-476 Reiss, Silverman & Weems (2001) Anderson & Hope (2008) Fox, Henderson, Marshall, Nichols & Ghera (2005)
10/7	Anxiety Disorders II and Related Disorders	DSM: 125-127; 674-677 McLeod, Wood & Anvy (in press) Muris & Field (2008) Thompson (2001)
10/14	Child Trauma, PTSD & Adjustment Disorders <b>Child Sexual Abuse Reaction Paper due</b> <b>Midterm exam distributed</b>	DSM: 436-472; 679-683 Cicchetti & Toth (2005) Rind, Tromovich & Baserman (2001) and associated commentaries (Ondersama et al., 2001; Dallam et al., 2001, Rind et al., 2001)
10/21	Child-Onset Schizophrenia; Autism Spectrum and Pervasive Developmental Disorders <b>Midterm exam due by the beginning of class</b>	DSM: 69-84; 297-332 Sigman, Spence & Wang (2006) Gernsbacher, Dawson & Goldsmith (2005) Tanguay (2000) Tully & McGlashan (2006)
10/28	Mental Retardation; Learning Disabilities;	DSM: 41-58 Dombrowski, Kamphaus & Reynolds (2004) Mather & Gregg (2006) Hodapp & Burrack (2006)

11/4	ADHD; Tic Disorders <b>ADHD Reaction Paper due</b>	DSM: 85-93; 108-116 Barkley (1997) Milich, Balentin & Lynam (2001) King & Leckman (2006)
11/11	Conduct Disorder; Oppositional Defiant Disorder	DSM: 93-103 Lahey & Waldman (2003) Patterson, DeBaryshe & Ramsey (1989) Silverthorn & Frick (1999)
11/18	Adolescent Substance Use Disorders; Eating Disorders	DSM: 191-223 (223-295 provide further details on other substances, but essential symptoms are similar across disorders); 583-595 Iacono, Malone & McGue (2008) Stice (2002) Thomas, Vartanian & Brownell (2009)
11/25	<b>No class- Thanksgiving Break</b>	
12/2	Divorce; Peer Relationship Problems	DSM: 736-737 Davies & Cummings (1994) Amato (2001) Rudolph & Asher (2000)
12/14 5 pm	<b>Final Papers Due</b>	

### Course Assignments:

***Reaction Papers (3 at 10 points each)*** While you should come to every class prepared to discuss and reflect on the assigned readings, there are three sets of readings that you will be asked to reflect on in writing. These reflections should be no more than two pages (there is no need to cite outside references, but if you do, those references will not count in the page limit) and should consider the research or practice implications of what you have read. Below, I list each set of articles and provide suggestions of topics you might consider when you write your reflection papers, although you are not limited to these topics or expected to cover all of them. A rubric for grading these reaction papers will be distributed one week before the first one is due.

**9/23: Bipolar Disorder Reaction Paper: Carlson et al. (2009) and Youngstrom (2009).** Possible questions to consider: What are the implications of the issues raised in these articles for children and families? What are the implications of these issues for the field's ability to study and understand bipolar disorder in youths?

**10/14: Child Sexual Abuse Reaction Paper: Rind, Tromovich & Baserman (1998) and associated commentaries (Ondersama et al., 2001; Dallam et al., 2001, Rind et al., 2001).** Possible questions to consider: Should Rind and colleagues have been more measured in their conclusions? What responsibility to scientists have to consider the "emotional impact" of their studies when they publish them? Do you think the criticisms of Rind and colleagues were driven by advocacy or legitimate scientific concerns?

**11/4: ADHD Reaction Paper: Barkley (1997) and Milich, Balentin & Lynam (2001).** Possible questions to consider: What are the implications of the issues raised in

these articles for children and families? What are the implications of these issues for the developers of the next version of the DSM? How do you think these issues affect the field's ability to study and understand ADHD?

**Midterm exam (25 points)** A take-home midterm exam will be distributed on 10/14 and due by the beginning of class on 10/21. The exam will cover issues raised in course readings, lectures, and class discussions. Further instructions for the exam will be included with the exam.

**Final Paper (35 points)**: Your final paper for the course will require you to choose one childhood disorder to study more in-depth. This could be a disorder covered in class or one not covered; in the case of the latter, it is advised you let me know what you would like to write about to verify that your topic is appropriate for the assignment. You will be asked to review the literature regarding the etiology, risk factors, presentation, and/or clinical course of the disorder (NOT the treatment outcome), identify a gap in the literature, and design a study to address this gap. More details regarding this assignment, including a grading rubric, will be distributed later in the semester.

**Participation (10 points)** The quality of your experience in this course will be greatly enhanced by your participation in class. Ten points in your overall course grade will reflect the quality of your contributions to the course across the semester. Regular attendance and active participation are necessary for assignment of full participation points. This has been defined as asking effective questions, offering your informed point of view of topics and articles discussed in class, and being an active participant in class activities.

### **Grading:**

The final grade for the course will be based on the following distribution of points:

A+ = 98-100	B+ = 88-89.99	C+ = 78-79.99	D+ = 68-69.99
A = 92-97.99	B = 82-87.99	C = 72-77.99	D = 60-67.99
A - = 90-91.99	B- = 80-81.99	C- = 70-71.99	F = < 60

### **Policies Regarding Late Assignments and Incompletes:**

An important part of professional behavior is meeting one's professional obligations on time. It is therefore essential that students turn in assignments on time, especially as we will often discuss class assignments after they are turned in, providing students who turn in assignments late an unfair advantage. Because of this, the following policies regarding late assignments will be enforced in this course:

1. As reaction papers will be discussed in class, no late reaction papers will be accepted. If you are not able to attend class on the day a reaction paper is due, it is your responsibility to get a copy to me, either electronically or on paper, before the beginning of class.
2. If you miss class without an excused absence, your participation points will be lowered 1 point per class missed.
3. Late midterm exams and final papers will be lowered one letter grade per day late. Papers more than 5 minutes late are considered one day late.

Incompletes will only be granted under extreme circumstances. If you feel you will need to take an incomplete in the course, this should be discussed with me as soon as possible.

**University of Miami Student Honor Code:**

All forms of scholastic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and violating the professional ethics of research projects. Moreover, students are expected to warn fellow students who do not appear to be observing proper ethical standards and to report violations of this Code. In determining what constitutes academic dishonesty, a student should be guided by the purposes of the Student Honor Code, common sense, and information provided by the instructor. All undergraduate students are responsible for reading, understanding, and upholding this Code. For more information, please see [http://www6.miami.edu/dean-students/pdf/undergrad\\_honorcode.pdf](http://www6.miami.edu/dean-students/pdf/undergrad_honorcode.pdf)

**Americans with Disabilities Act (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students who have questions or concerns about special needs or accommodations may speak with Dr. Jensen-Doss or contact the Office of Disability Services at (305) 284-2374. Students who are registered with the Office of Disability Services must present Professor Letters a minimum of two weeks prior to the desired use of the accommodation.

**Course Reading List**

- Achenbach, T. M., & Edelbrock, C. S. (1978). The classification of child psychopathology: A review and analysis of empirical efforts. *Psychological Bulletin*, 85(6), 1275-1301.
- Amato, P. R. (2001). Children of divorce in the 1990s: An update of the Amato and Keith (1991) meta-analysis. *Journal of Family Psychology*, 15(3), 355-370.
- Anderson, E.R. & Hope, D.A. (2008). A review of the tripartite model for understanding the link between anxiety and depression in youth. *Clinical Psychology Review*, 28, 275-287.
- Angold, A. & Costello, E.J. (2009). Nosology and measurement in child and adolescent psychiatry. *Journal of Clinical Child Psychology and Psychiatry*, 50, 9-15.
- Angold, A., Costello, E. J., & Erkanli, A. (1999). Comorbidity. *Journal of Child Psychology and Psychiatry*, 40(1), 57-87.
- Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121(1), 65-94.
- Birmaher, B., Arbelaez, C., & Brent, D. (2002). Course and outcome of child and adolescent major depressive disorder. *Child and Adolescent Psychiatric Clinics of North America*, 11(3), 619-638.
- Canino, G. & Alegría, M. (2008). Psychiatric diagnosis- is it universal or relative to culture? *Journal of Child Psychology and Psychiatry*, 49, 237-250.
- Carlson, G.A., Findling, R.L., Post, R.M., Birmaher, B., Blumberg, H.P., Correll, C., DelBello, M.P., Fristad, M., Frazier, J., Hammen, C., Hinshaw, S.P., Kowatch, R., Leibenluft, E., Meyer, S.E., Pavuluri, M., Wagner, K.D., & Tohen, M. (2009). AACAP 2006 research forum- Advancing research in early-onset bipolar disorder: Barriers and suggestions. *Journal of Child and Adolescent Psychopharmacology*, 19, 3-12.
- Cicchetti, D., & Toth, S. L. (2005). Child Maltreatment. *Annual Review of Clinical Psychology*,

- I*(1), 409-438.
- Dallam, S.J., Gleaves, D.H., Cepeda-Benito, A., Silberg, J.L., Kraemer, H.C. & Spiegel, D. The effects of child sexual abuse: Comment on Rind, Tromovich, and Bauserman (1998). *Psychological Bulletin*, *127*, 715-733.
- Davies, P. T., & Cummings, E. M. (1994). Marital conflict and child adjustment: An emotional security hypothesis. *Psychological Bulletin*, *116*(3), 387-411.
- Dombrowski, S. C., Kamphaus, R. W., & Reynolds, C. R. (2004). After the Demise of the Discrepancy: Proposed Learning Disabilities Diagnostic Criteria. *Professional Psychology: Research and Practice*, *35*(4), 364-372.
- Fox, N.A., Henderson, H.A., Marshall, P.J., Nichols, K.E., & Ghera, M.M. (2005). Behavioral inhibition: Linking biology and behavior within a developmental framework. *Annual Review of Psychology*, *56*, 235-262.
- Gernsbacher, M. A., Dawson, M., & Goldsmith, H. H. (2005). Three Reasons Not to Believe in an Autism Epidemic. *Current Directions in Psychological Science*, *14*(2), 55-58.
- Hankin, B. L., & Abramson, L. Y. (2001). Development of gender differences in depression: An elaborated cognitive vulnerability-transactional stress theory. *Psychological Bulletin*, *127*(6), 773-796.
- Hodapp, R. M., & Burack, J. A. (2006). Developmental approaches to children with mental retardation: A second generation? In D. Cicchetti & D. J. Cohen (Eds.), *Developmental psychopathology* (2nd ed., Vol. 3: Risk, disorder, and adaptation, pp. 235-267). Hoboken, NJ: John Wiley & Sons, Inc.
- Iacono, W.G., Malone, S.M. & McGue, M. (2008). Behavioral disinhibition and the development of early-onset addiction: Common and specific influences. *Annual Review of Clinical Psychology*, *4*, 325-348.
- Jacobs, R.H., Reinecke, M.A., Gollan, J.K., & Kane, P. (2008). Empirical evidence of cognitive vulnerability for depression among children and adolescents: A cognitive science and developmental perspective. *Clinical Psychology Review*, *28*, 759-782.
- King, R. A., & Leckman, J. F. (2006). Tic Disorders. In M. K. Dulcan & J. M. Wiener (Eds.), *Essentials of child and adolescent psychiatry* (pp. 561-579). Washington, DC: American Psychiatric Publishing, Inc.
- Klonsky, E.D. (2007). The functions of deliberate self-injury: A review of the evidence. *Clinical Psychology Review*, *27*, 226-239.
- Lahey, B.B., Rathouz, P.J., Van Hulle, C., Urbano, R.C., Krueger, R.F., Applegate, B., Garriock, H.A., Chapman, D.A. & Waldman, I.D. (2008). Testing structural models of DSM-IV symptoms of common forms of child and adolescent psychopathology. *Journal of Abnormal Child Psychology*, *36*, 187-206.
- Lahey, B. B., & Waldman, I. D. (2003). A developmental propensity model of the origins of conduct problems during childhood and adolescence. In B. B. Lahey, T. E. Moffitt & A. Caspi (Eds.), *Causes of conduct disorder and juvenile delinquency* (pp. 76-117). New York, NY: Guilford Press.
- Mather, N., & Gregg, N. (2006). Specific Learning Disabilities: Clarifying, Not Eliminating, a Construct. *Professional Psychology: Research and Practice*, *37*(1), 99-106.
- McLeod, B.D., Wood, J.J., & Anvy, S.B. (in press). Parenting and child anxiety disorders. In D. McKay & E. Storch (Eds.), *Handbook of child and adolescent anxiety disorders*.
- Milich, R., Balentine, A. C., & Lynam, D. R. (2001). ADHD combined type and ADHD predominantly inattentive type are distinct and unrelated disorders. *Clinical Psychology: Science and Practice*, *8*(4), 463-488.
- Muris, P. & Field, A.P. (2008). Distorted cognition and pathological anxiety in children and

- adolescents. *Cognition and Emotion*, 22, 395-421.
- Ondersama, S.J., Chaffin, M., Berliner, L., Cordon, I., Goodman, G.S., & Barnett, D. (2001). Sex with children is abuse: Comment on Rind, Tromovitch, and Bauserman (1998). *Psychological Bulletin*, 127, 707-714.
- Patterson, G. R., DeBaryshe, B. D., & Ramsey, E. (1989). A developmental perspective on antisocial behavior. *American Psychologist. Special Issue: Children and their development: Knowledge base, research agenda, and social policy application*, 44(2), 329-335.
- Reiss, S., Silverman, W. K., & Weems, C. F. (2001). Anxiety sensitivity. In M. W. Vasey & M. R. Dadds (Eds.), *The developmental psychopathology of anxiety* (pp. 92-111). New York, NY: Oxford University Press.
- Rind, B., Tromovitch, P. & Bauserman, R. (1998). A meta-analytic examination of assumed properties of child sexual abuse using college samples. *Psychological Bulletin*, 124, 22-53.
- Rind, B., Tromovitch, P. & Bauserman, R. (2001). The validity and appropriateness of methods, analyses, and conclusions in Rind et al. (1998): A rebuttal of victimological critique from Ondersama et al. (2001) and Dallam et al. (2001). *Psychological Bulletin*, 127, 734-758.
- Rudolph, K. D., & Asher, S. R. (2000). Adaptation and maladaptation in the peer system: Developmental processes and outcomes. In A. J. Sameroff, M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology* (2nd ed., pp. 157-175). Dordrecht, Netherlands: Kluwer Academic Publishers.
- Sigman, M., Spence, S.J., & Wang A.T. (2006). Autism from developmental and neuropsychological perspectives. *Annual Review of Clinical Psychology*, 2, 327-355.
- Silverthorn, P. & Frick, P.J. (1999). Developmental pathways to antisocial behavior: The delayed-onset pathway in girls. *Development and Psychopathology*, 11, 101-126.
- Southam-Gerow, M. A., & Kendall, P. C. (2002). Emotion regulation and understanding: Implications for child psychopathology and therapy. *Clinical Psychology Review*, 22(2), 189-222.
- Spirito, A., & Esposito-Smythers, C. (2006). Attempted and completed suicide in adolescence. *Annual Review of Clinical Psychology*, 2, 237-266.
- Stice, E. (2002). Risk and maintenance factors for eating pathology: A meta-analytic review. *Psychological Bulletin*, 128(5), 825-848.
- Tanguay, P. E. (2000). Pervasive developmental disorders: A 10-year review. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39(9), 1079-1095.
- Thomas, J.J., Vartanian, L.R. & Brownell, K.D. (2009). The relationship between eating disorder not otherwise specified (EDNOS) and officially recognized eating disorders: Meta-analysis and implications for DSM. *Psychological Bulletin*, 135, 407-433.
- Thompson, R. A. (2001). Childhood anxiety disorders from the perspective of emotion regulation and attachment. In M. W. Vasey & M. R. Dadds (Eds.), *The developmental psychopathology of anxiety* (pp. 160-182). New York, NY: Oxford University Press.
- Tully, E. M., & McGlashan, T. H. (2006). The Prodrome. In J. A. Lieberman, S. Stroup & D. O. Perkins (Eds.), *The American Psychiatric Publishing Textbook of Schizophrenia* (pp. 341-352). Washington, DC: American Psychiatric Publishing, Inc.
- Youngstrom, E.A. (2009). Definitional issues in bipolar disorder across the life cycle. *Clinical Psychology: Science and Practice*, 16, 140-160.
- Zahn-Waxler, C., Shirtcliff, E.A., & Marceau, K. (2008). Disorders of childhood and adolescence: Gender and psychopathology. *Annual Review of Clinical Psychology*, 4, 275-303.