

PSYC 626 – ADVANCED DEVELOPMENTAL PSYCHOPATHOLOGY

Spring, 2006

Dr. William J. Ernst

Course Meeting Time: Wed. 9:30-12:00

Location: TBA

E-Mail: ernstwj@jmu.edu

Phone: 540.568.7959

Office: Johnston 217

Office Hours: By appointment

I encourage you to communicate with me via e-mail, voice-mail or by making an appointment. I *welcome* additional questions and discussion beyond the class meetings.

OVERVIEW

This course will provide an overview of child and adolescent psychopathology. An interactive, developmental perspective for conceptualizing psychopathology as well as resilience will be employed. In particular, the influence of development, neurobiological mechanisms, and contextual features in a child's life on the emergence, exacerbation, and alleviation of psychopathology will be discussed. Contemporary diagnostic and treatment issues will also be critically reviewed.

SPECIFIC COURSE OBJECTIVES

As a result of this course, participants will be able to demonstrate the following competencies.

1. Knowledge of the history and current issues in developmental psychopathology.
2. Knowledge of various models and definitions of psychopathology.
3. Knowledge of the advantages and disadvantages of current paradigms for diagnosing psychopathology including the Diagnostic and Statistical Manual of Mental Disorders, Fourth edition – Text Revision (DSM-IV- TR).
4. Preliminary experience using the DSM-IV-TR for the differential diagnosis of various types of psychopathology including disruptive behavior disorders, emotional disorders, pervasive developmental disorders, and trauma related disorders.
5. An introduction to quantitative, qualitative, and historical techniques frequently used to diagnose psychopathology in children and adolescents as well as the strengths and limitations of these techniques.
6. Knowledge of the role of relationships, especially parental and peer relationships, in the development and alleviation of psychopathology.

7. Knowledge of the relationship between family context and developmental psychopathology.
8. Knowledge of the relationship between academic functioning, the school environment and children's mental health.
9. Knowledge of the relationship between sociocultural context, culture, and mental health.
10. Knowledge of the neurobiological factors associated with psychopathology including developmental behavioral genetics and temperament.
11. Knowledge of attachment disorders of infancy.
12. Knowledge of disruptive behavior disorders including Attention-Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder, and Conduct Disorder.
13. Knowledge of emotional disorders including depression, anxiety, and Obsessive Compulsive Disorder.
14. Knowledge of pervasive developmental disorders including autism spectrum disorders and mental retardation.
15. Knowledge of trauma related disorders including child maltreatment, traumatic stress, and Posttraumatic Stress Disorder.
16. Knowledge of common treatment modalities for select psychological disorders.

COURSE REQUIREMENTS

1. There will be two exams. Each exam will cover approximately half of the course content. The midterm and final exam will consist primarily of short answer and essay questions. Both exams will be based primarily on the material covered in class. You will, however, be responsible for all readings whether or not they are covered in class. There will be a review before each exam.
2. Each student will be required to develop a comprehensive "consultation handout" on a particular psychological disorder. The purpose of this project is to provide an in depth summary of a particular disorder in a "quick reference" format in order facilitate your clinical, consultative and research activities. Each student will distribute their consultation handout to the entire class. This will result in each student having a consultation handout on approximately 10 separate psychological disorders. The disorder you choose to research needs to be cleared by me in advance no later than **2/22/06**. The consultation handout should be approximately 5-7 double spaced pages and should consist of the following format:

- Official name of the disorder and other names that the disorder might be referred to as (e.g. Bipolar Mood Disorder = Official Name; also referred to as Manic-Depressive Disorder).
- Total number of individuals that have the disorder in the U.S. and internationally.
- Demographic breakdown (e.g. number of individuals or ratio with respect to age, gender, ethnicity, and socio-economic status).
- Symptoms and diagnostic criteria of the disorder
- Descriptions of symptoms that are not self-explanatory (e.g. you could describe “obsessive thoughts” as: unwanted, disturbing thoughts or images that the child can’t control such as visualizing one of his/her parents getting hit by a car or thoughts of getting contaminated by germs).
- Possible or known causes of the disorder including potential neurobiological mechanisms and environmental factors.
- Clinical course and prognosis for the disorder
- Empirically supported educational (e.g. instructional/special services), psychosocial (e.g. counseling) and pharmacological interventions for the disorder.
- Reference list in APA style citing your sources for the consultation handout.
- Listing of applicable websites if the reader wants to review additional information on the disorder.

It is strongly recommended that you use headings for each of the above components and it is advisable to use a bullet format when possible. Also, each component should be discussed BRIEFLY. The consultation handout is due **no later than 5 pm, March 22nd**. Two points will be deducted for every day the handout is late.

3. You are expected to attend all class meetings and actively participate in class discussions. Please notify me if you have to miss class due to an emergency or illness. Also, be sure to prepare for each class meeting by reading the required chapters/articles. The meaningfulness of this course will be substantially enhanced by class discussion informed by the assigned readings.

GRADING

Grades will be determined using the following system:

1.	Midterm and final exams	35 points each
2.	Consultation handout	20 points
3.	Class participation	10 points

Final Grades:

A = 90-100 points
 B+ = 88-89
 B = 80-87 points
 C = 70-79 points
 F = <70

COURSE TEXT AND READINGS

Course texts:

Sameroff, A. J., Lewis, M. & Miller, S. M. (2000). Handbook of developmental psychopathology, 2nd edition. New York: Kluwer/Plenum

American Psychiatric Association, (2000). Diagnostic and Statistical Manual of Mental Disorders, 4th edition, text revision.

Readings: Additional readings will be assigned for some classes. Copies of these readings will be available at the Carrier Library or the Test Library in Cleveland Hall.

TENTATIVE TOPIC LISTING

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>
1/11	Greetings and course overview Models and definitions of developmental psychopathology History and current trends	Handbook: Ch. 1
1/18	Assessment of psychopathology Advantages and disadvantages of the DSM-IV-TR Quantitative, qualitative, and history-based assessment methods.	Handbook: Ch. 3 Westen & Weinberger art.
1/25	Relationships and psychopathology Peer relationships and psychopathology	Handbook: Chs. 5 & 9
2/1	Family context and developmental psychopathology Academic functioning, school environment and children's mental health.	Handbook: Chs. 7 & 8
2/8	Sociocultural context, culture, and mental health.	Handbook: Chs. 10 & 11
2/15	Developmental behavioral genetics and temperament	Handbook: Chs. 12 & 14
2/22	Midterm Exam Consultation handout topic due	
3/1	Disruptive behavior disorders	Handbook: Chs. 21, 23, 24 DSM Assigned reading Kovaleski article

3/8	Spring Break	
3/15	Disruptive behavior disorders	Handbook: Chs. 21, 23, 24 DSM Assigned reading
3/22	Emotional disorders Consultation Handout Due	Handbook: Chs. 25, 27, 28, & 29 DSM assigned reading Wozniak et al. article
3/29	Emotional disorders	Handbook: Chs. 25, 27, 28, & 29 DSM assigned reading
4/5	Pervasive Developmental disorders Mental retardation	Handbook: Chs. 34, 35 DSM assigned reading
4/12**	Class Trip to Genesis Alternative School	
4/19	Child maltreatment, trauma related disorders, and PTSD Overview of treatment modalities	Handbook: Chs. 37, 38 DSM assigned reading Reading TBA
4/26	Overview of treatment modalities Wrap up	Reading TBA
5/3	Final Exam	

** The class trip is tentatively scheduled for 4/12/06. It may need to be rescheduled to accommodate the schedules of the staff at Genesis Alternative School.

WEBSITES WITH INFORMATION ON DEVELOPMENTAL PSYCHOPATHOLOGY

1. American Psychological Association: www.apa.org
2. National Institute of Mental Health: www.nimh.org
3. National Association of School Psychologists: www.nasponline.org
4. The American Academy of Child and Adolescent Psychiatry: www.aacap.org
5. Children's Mental Health Ontario: www.cmho.org/
6. National Academy of Neuropsychology: www.nan.org