

PSY 641
CHILD AND ADOLESCENT PSYCHOPATHOLOGY
Fall 2017

Instructor: Jill Ehrenreich-May, Ph.D.
Meeting Place: Flipse 302
Meeting Time: Tuesday & Thursday 9:30-10:45
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Office Hours: By appointment; Tuesdays 11am-12:30pm; Thursdays 11am-12:30pm
Prerequisites: Graduate status; Instructor approval

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 disorders/problems will include information regarding: (a) DSM-5 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. research design related to the study of psychopathology;
3. current knowledge base for classification, epidemiology, etiology, and developmental trajectory;
4. limitations of the current knowledge base;
5. ethical, professional, and cultural diversity issues;
6. differential diagnosis

Required Text:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders, 5th edition, DSM-5*. 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. Typically, each topic will be covered over the course of two classes. The DSM and the non-bolded readings should be read for the first day and the bolded article for the second. In the case of topics only covered on a single day, all readings should be completed for that day. These readings, listed at the end of this syllabus, are available for download through Blackboard at <https://www.courses.miami.edu/>.

Course Content:

Date	Topic	Assigned Reading
8/22	Topic 1: Introduction to Course; History of Child Psychopathology; Introduction to Developmental Psychopathology	
8/24	Topic 2: Approaches to Classifying Child Psychopathology; Assessment of Child Psychopathology	DSM: xli-24 Fischer (2012) Rutter (2011) Insel (2012)
8/29	Topic 2 Continued	Clarke et al. (2013)
8/31	Topic 3: Cross-Cutting Issues in Child Psychopathology	Southam-Gerow & Kendall (2002) Zahn-Waxler, Shirtcliff & Marceau (2008) Canino & Alegria (2008)
9/5	Topic 3 Continued	Merkangas et al. (2010)
9/7	Topic 4: Depressive Disorders	DSM: 155-188 Birmaher, Arbelaez & Brent (2002) Hankin & Abramson (2001)
9/12	Topic 4 Continued	Mayes et al. (2015)
9/14	Topic 5: Bipolar Disorders; Suicide	DSM: 123-154 Fristad & Algorta (2013) Youngstrom (2009)
9/19	Topic 5 Continued	Nock, Prinstein, & Sterba (2009)
9/21	Topic 6: Anxiety Disorders I	DSM: 189-234 Cummings, Caporino & Kendall (2014) Fox, Henderson, Marshall, Nichols & Ghera (2005)
9/26	Topic 6 Continued	McLeod, Wood & Weisz (2007)
9/28	Topic 7: Anxiety Disorders II; Obsessive-Compulsive and Related Disorders	DSM: 235-264 Muris & Field (2008) Rapoport & Shaw (2008)
10/3	Topic 7 Continued	Mitchell, Broeren, Newall & Hudson (2013)
10/5	Topic 8: Intellectual Disabilities; Specific Learning Disorder	DSM: 33-41; 66-73 Dombrowski, Kamphaus & Reynolds (2004) Papazoglou et al. (2014)
10/10	Topic 8 Continued	Waesche et al. (2011)
10/12	NO CLASS – FALL RECESS	
10/17	Topic 9: Trauma- and Stressor-Related Disorders	DSM: 265-290 Alisic, Jongmans, van Wesel & Kleber (2011) Gleason et al. (2011)
10/19	Topic 9 Continued Midterm exam distributed	Broman-Fulks et al. (2009)
10/24	Topic 10: Psychotic Disorders; Autism Spectrum Disorder	DSM: 50-58; 99-104 Sigman, Spence & Wang (2006) Goulding et al. (2013)

10/26	Topic 10 Continued Midterm exam due by the beginning of class on 10/26	Smith, Reichow & Volkmar (2015)
11/2	Topic 11: Attention-Deficit/Hyperactivity Disorder	DSM: 59-65 Barkley (1997) Coghill & Seth (2011)
11/7	Topic 11 Continued	Ramtekkar, Riersen, Todorov & Todd (2010)
11/9	Topic 12: Conduct Disorder; Oppositional Defiant Disorder	DSM: 461-475 Frick, Ray, Thornton & Kahn (2014) Patterson, DeBaryshe & Ramsey (1989)
11/14	Topic 12 Continued	Pardini et al. (2012)
11/16	Topic 13: Substance-Related Disorders No article critique for this topic	DSM: 490-503 (504-590 provide further details on other substances, but essential symptoms are similar across disorders) Iacono, Malone & McGue (2008)
11/21-11/23	NO CLASS - THANKSGIVING	
11/28	Topic 14: Eating Disorders Article critique for this topic due 11/28, thought questions not required for this topic	DSM: 338-352 Stice (2002) Fisher et al. (2014)
11/30	Topic 15: Divorce; Peer Relationship Problems	DSM: 736-737 Davies & Cummings (1994) Hostinar & Gunnar (2013)
12/5	Topic 15 Continued; Wrap-Up	Bettencourt, Farrell, Liu & Sullivan (2012)
12/8	Final Papers Due by 5pm via email to j.ehrenreich@miami.edu	

Course Assignments:

Article Critiques (5 at 4 points each). For each topic, your assigned reading will typically include at least one journal article describing an empirical study. One objective of this course is for you to increase your knowledge of research methods related to psychopathology. You will submit five written article critiques, evaluating the assigned studies. Each article critique will be worth 4 points. **The first article critique is due on August 29. All students will evaluate the Clarke et al. (2013) article for the first article critique.** The article critiques are not to exceed 2 double spaced pages, 12 point font, one in margins. Article critiques should include a discussion of the strengths and weaknesses of the articles. These discussions should include a thoughtful analysis of why the strengths and limitations are important (e.g., if a limitation of the study is limited minority enrollment, why might that be especially important in relation to the particular issue being studied?) and, if appropriate, what the authors might have done to address those limitations.

Issues to be considered can include (but are not limited to):

- Was the study design appropriate to address the study goals?
- What were the strengths and limitations of the chosen sample (e.g., was there appropriate minority inclusion, were the exclusionary criteria appropriate)?
- What were the variables measured? Were there any important variables omitted?
- Did the authors conduct analyses and present results that were appropriate to the study goals?
- Did the study conclusions stem from the results? Were there alternate explanations for the findings that the authors did not discuss?
- What are your personal reactions to this research topic and research methods selected?

You may choose any of the bolded articles (see Assigned Reading list) for your additional four article critiques, following the one due on 8/29/17. Article critiques are typically due on the second date for each topic, unless otherwise noted in the class schedule. **Dates that you can turn in an article critique are bolded in the course calendar.** *Hard copies of papers are preferred over email copies (see Policies Regarding Late Assignments...).* A grading rubric will be distributed on the first day of class to provide you with guidance on the assignment. Your grades on these papers will reflect the quality of your analysis and your ability to make a case for your opinions, not on your opinions themselves (e.g., I might not agree with a particular point, but that would not impact your grade as long as you provided a thoughtful, well-reasoned argument in support of your opinion). Regardless of whether you choose to write an article critique about a given article, you should come to each class prepared to discuss the strengths and limitations of the assigned articles. Your participation in class discussions of the articles will be reflected in your participation grade (see below).

Thought Questions (13 points; 1 point each). Class participation is strongly encouraged. To facilitate this, you will be responsible for preparing 1-3 thought questions based on the required readings for each week. Thought questions should be written about the non-bolded articles, which are typically assigned for the first day of each topic. You will be required to e-mail these questions to me at least 1 hour before the beginning of class. *Dates you are required to submit discussion questions are italicized (non-bolded) in the course calendar.*

Midterm Exam (25 points). A take-home midterm exam will be distributed on 10/19 and due by the beginning of class on 10/26. The exam will cover issues raised in course readings, lectures, and class discussions. Further instructions for the exam will be included with the exam itself.

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. You are encouraged to follow your own research interests in designing this paper and select a topic that will further benefit your future research projects (e.g., background for a future manuscript, thesis, etc.). More details regarding this assignment, including a grading rubric, will be distributed later in the semester. *A hard copy of this paper will be due on 12/8/17 by 5pm to my office (Flipse 315). No e-copies will be accepted.*

Participation (7 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. Many of our class meetings will involve a substantive amount of didactic teaching (e.g., lecture). *Please feel free to interrupt me to ask clarification or thought questions or to interject an opinion on such days. These types of "interruptions" are more than welcome!* This largely goes without saying – you're your participation is also defined by your undivided attention to the course materials and not to any other social media, text messaging, internet searching or virtual interactive behavior.

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 article critiques will be discussed in class, no late article critiques will be accepted. If you are not able to attend class on the day a critique is due, it is your responsibility to get a copy to me, either electronically or on paper, before the beginning of class. If not, you will need to write one for another day. Similarly, no late discussion questions will be accepted.
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

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. Ehrenreich-May or contact the Office of Disability Services at (305) 284-2374. Students who are registered with the Office of Disability Services must present Professor such letters a minimum of two weeks prior to the desired use of the accommodation.

Course Reading List

- Alisic, E., Jongmans, M. J., van Wesel, F., & Kleber, R. J. (2011). Building child trauma theory from longitudinal studies: A meta-analysis. *Clinical Psychology Review, 31*(5), 736-747.
- Barkley, R. A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin, 121*(1), 65-94.
- Bettencourt, A., Farrell, A., Liu, W., & Sullivan, T. (2012). Stability and change in patterns of peer victimization and aggression during adolescence. *Journal of Clinical Child & Adolescent Psychology, 42*, 429-441.
- 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.
- Broman-Fulks, J. J., Ruggiero, K. J., Green, B. A., Smith, D. W., Hanson, R. F., Kilpatrick, D. G., et al. (2009). The latent structure of posttraumatic stress disorder among adolescents. *Journal of Traumatic Stress, 22*(2), 146-152.
- Canino, G. & Alegria, M. (2008). Psychiatric diagnosis- is it universal or relative to culture? *Journal of Child Psychology and Psychiatry, 49*, 237-250.
- Clarke, D. E., Narrow, W. E., Regier, D. A., Kuramoto, S., Kupfer, D. J., Kuhl, E. A., & ... Kraemer, H. C. (2013). DSM-5 field trials in the United States and Canada, part I: Study design, sampling strategy, implementation, and analytic approaches. *The American Journal Of Psychiatry, 170*(1), 43-58. doi:10.1176/appi.ajp.2012.12070998
- Coghill, D., & Seth, S. (2011). Do the diagnostic criteria for ADHD need to change? Comments on the preliminary proposals of the DSM-5 ADHD and Disruptive Behavior Disorders Committee. *European Child & Adolescent Psychiatry, 20*(2), 75-81.
- Cummings, C. M., Caporino, N. E., & Kendall, P. C. (2014). Comorbidity of anxiety and depression in children and adolescents: 20 years after. *Psychological Bulletin, 140*(3), 816-845. doi:10.1037/a0034733
- 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.
- Fischer, B. A. (2012). A review of American psychiatry through its diagnoses: The history and development of the Diagnostic and Statistical Manual of Mental Disorders. *Journal of Nervous and Mental Disease, 200*(12), 1022-1030.
- Fisher, M. M., Rosen, D. S., Ornstein, R. M., Mammel, K. A., Katzman, D. K., Rome, E. S., Walsh, B. T. (2014). Characteristics of Avoidant/Restrictive Food Intake Disorder in Children and Adolescents: A "New Disorder" in DSM-5. *Journal of Adolescent Health, 55*(1), 49-52.
- 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.
- Frick, P. J., Ray, J. V., Thornton, L. C., & Kahn, R. E. (2014). Annual research review: A developmental psychopathology approach to understanding callous-unemotional traits in children and adolescents with serious conduct problems. *Journal Of Child Psychology And Psychiatry, 55*(6), 532-548. doi:10.1111/jcpp.12152

- Fristad, M. A., & Algorta, G. P. (2013). Future Directions for Research on Youth with Bipolar Spectrum Disorders. *Journal of Clinical Child & Adolescent Psychology, 42*(5), 734-747.
- Gleason, M. M., Fox, N. A., Drury, S., Smyke, A., Egger, H. L., Nelson, C. A., III, . . . Zeanah, C. H. (2011). Validity of evidence-derived criteria for reactive attachment disorder: Indiscriminately social/disinhibited and emotionally withdrawn/inhibited types. *Journal of the American Academy of Child & Adolescent Psychiatry, 50*(3), 216-231. doi: 10.1016/j.jaac.2010.12.012
- Goulding, S. M., Holtzman, C. W., Trotman, H. D., Ryan, A. T., MacDonald, A. N., Shapiro, D. I., . . . Walker, E. F. (2013). The prodrome and clinical risk for psychotic disorders. *Child and Adolescent Psychiatric Clinics of North America*. doi: 10.1016/j.chc.2013.04.002
- 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.
- Hostinar, C. E., & Gunnar, M. R. (2013). Future directions in the study of social relationships as regulators of the HPA axis across development. *Journal of Clinical Child and Adolescent Psychology, 42*(4), 564-575. doi: 10.1080/15374416.2013.804387
- 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.
- Insel (2012). Two statements from NIMH about the DSM-5, posted as a single PDF in the readings folder.
- 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.
- Mayes, S. D., Mathiowetz, C., Kokotovich, C., Waxmonsky, J., Baweja, R., Calhoun, S. L., & Bixler, E. O. (2015). Stability of Disruptive Mood Dysregulation Disorder Symptoms (Irritable-Angry Mood and Temper Outbursts) Throughout Childhood and Adolescence in a General Population Sample. *Journal of Abnormal Child Psychology J Abnorm Child Psychol, 43*(8), 1543-1549.
- McLeod, B. D., Wood, J. J., & Weisz, J. R. (2007). Examining the association between parenting and childhood anxiety: A meta-analysis. *Clinical Psychology Review, 27*(2), 155-172. doi:10.1016/j.cpr.2006.09.002
- Merikangas, K. R., He, J.-p., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., et al. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the National Comorbidity Survey Replication-Adolescent Supplement (NCS-A). *Journal of the American Academy of Child & Adolescent Psychiatry, 49*(10), 980-989.
- Mitchell, J. H., Broeren, S., Newall, C., & Hudson, J. L. (2013). An experimental manipulation of maternal perfectionistic anxious rearing behaviors with anxious and non-anxious children. *Journal of Experimental Child Psychology, 116*(1), 1-18. doi: 10.1016/j.jecp.2012.12.006
- Muris, P. & Field, A.P. (2008). Distorted cognition and pathological anxiety in children and adolescents. *Cognition and Emotion, 22*, 395-421.
- Nock, M. K., Prinstein, M. J., & Sterba, S. K. (2009). Revealing the form and function of self-injurious thoughts and behaviors: A real-time ecological assessment study among adolescents and young adults. *Journal of Abnormal Psychology, 118*(4), 816-827.

- Papazoglou, A., Jacobson, L. A., McCabe, M., Kaufmann, W., & Zabel, T. A. (2014). To ID or Not to ID? Changes in Classification Rates of Intellectual Disability Using DSM-5. *Intellectual and Developmental Disabilities, 52*(3), 165-174.
- Pardini, D., Stepp, S., Hipwell, A., Stouthamer-Loeber, M., & Loeber, R. (2012). The clinical utility of the proposed DSM-5 callous-unemotional subtype of conduct disorder in young girls. *Journal of the American Academy of Child & Adolescent Psychiatry, 51*(1), 62-73.
- 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.
- Ramtekka, U. P., Reiersen, A. M., Todorov, A. A., & Todd, R. D. (2010). Sex and age differences in attention-deficit/hyperactivity disorder symptoms and diagnoses: Implications for DSM-5 and ICD-11. *Journal of the American Academy of Child & Adolescent Psychiatry, 49*(3), 217-228.
- Rapoport, J. L., & Shaw, P. (2008). Obsessive-compulsive disorder. In M. Rutter, D. Bishop, D. Pine, S. Scott, J. Stevenson, E. Taylor & A. Thapar (Eds.), *Rutter's child and adolescent psychiatry (5th ed.)*. (pp. 698-718): Wiley-Blackwell.
- Rutter, M. (2011). Research review: Child psychiatric diagnosis and classification: Concepts, findings, challenges and potential. *Journal of Child Psychology and Psychiatry, 52*(6), 647-660.
- Sigman, M., Spence, S.J., & Wang A.T. (2006). Autism from developmental and neuropsychological perspectives. *Annual Review of Clinical Psychology, 2*, 327-355.
- Smith, I. C., Reichow, B., & Volkmar, F. R. (2015). The Effects of DSM-5 Criteria on Number of Individuals Diagnosed with Autism Spectrum Disorder: A Systematic Review. *J Autism Dev Disord Journal of Autism and Developmental Disorders, 45*(8), 2541-2552.
- 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.
- Stice, E. (2002). Risk and maintenance factors for eating pathology: A meta-analytic review. *Psychological Bulletin, 128*(5), 825-848.
- Waesche, J. S. B., Schatschneider, C., Maner, J. K., Ahmed, Y., & Wagner, R. K. (2011). Examining agreement and longitudinal stability among traditional and RTI-based definitions of reading disability using the affected-status agreement statistic. *Journal of Learning Disabilities, 44*(3), 296-307.
- 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.