

PSYCH 722, Developmental Psychopathology, Term 2, Winter 2015

Instructor: Dr. Louis Schmidt **Email:** schmidtl@mcmaster.ca
Office: Room 405, Psychology Building
Office Hours: By appointment
Phone: (905) 525-9140, extension 23028

Overview

Developmental psychopathology is a relatively nascent discipline within the fields of developmental and clinical psychology devoted to the study of the development of psychological disorders which takes a lifecourse perspective. The objectives of this course will be to develop and refine critical thinking, writing and presentation skills related to evaluating scientific theory and empirical data. Accordingly, we will survey, discuss, and critique recent review and position articles from the 25th Anniversary Special Issue on Developmental Psychopathology published in 2013 in the flagship journal, *Development and Psychopathology*.

Note. This course will meet on Monday **afternoon's from 2:00-5:00pm**, starting January 13, 2015 in PC-311

Required Readings

The required readings listed on pages 2-4 are drawn from: Cicchetti, D. (Editor). (2013). Development and Psychopathology: A vision realized. 25th Anniversary, Special Issue. *Development and Psychopathology*, 25(4pt2), 1199-1653.

Evaluation

Students will be expected to critically review **two** articles listed in the course outline. The review will take the form of a formal peer review to be submitted to a journal editor. Students will be expected to present their reviews, and lead a discussion around the review and topic, to the class. Although the papers have already been published, there is still room for criticism. The review should be at least two-three pages in length, and students will be allowed to revise their review after receiving feedback from their in-class presentation and discussion of the article. The review should contain: a brief (one paragraph) overview of the article covering its mainpoints, conceptual strengths and weaknesses; and whether the paper, in your opinion, should be accepted for publication, rejected, but invited for re-submission, or outright rejected without re-submission. The review is due one week after the student's in-class presentation of the article. Although each student is expected to review and lead the class discussion around two articles, students will be expected to read all of the assigned articles in order to actively participant in class discussion.

Evaluation Breakdown

| | |
|----------------------------------|-----|
| <u>In-class Presentation # 1</u> | 15% |
| In-class Presentation # 2 | 20% |
| Article Review/Critique #1 | 25% |
| Article Review/Critique #2 | 30% |
| Participation | 10% |

PSYCH 722, Developmental Psychopathology, Term 2, Winter 2015

Course Outline

Week: 1 Date: Week of Jan 12

- Introduction to Course

Topic & Articles:

The legacy of development and psychopathology
Dante Cicchetti
pp 1199-1200

Week: 2 Date: Week of Jan 19

Topic & Articles:

Developmental psychopathology: A paradigm shift or just a relabeling?
Michael Rutter
pp 1201-1213

The promise of developmental psychopathology: Past and present
L. Alan Sroufe
pp 1215-1224

Week: 3 Date: Week of Jan 26

Topic & Articles:

Behavior genetics: Past, present, future
Sara R. Jaffee, Thomas S. Price and Teresa M. Reyes
pp 1225-1242

Beyond risk, resilience, and dysregulation: Phenotypic plasticity and human development
Jay Belsky and Michael Pluess
pp 1243-1261

Week: 4 Date: Week of Feb 2

Topic & Articles:

The future of genomics for developmentalists
Robert Plomin and Michael A. Simpson
pp 1263-1278

Epigenetic mechanisms in the development of behavior:
Advances, challenges, and future promises of a new field
Tania L. Roth
pp 1279-1291

PSYCH 722, Developmental Psychopathology, Term 2, Winter 2015

Week: 5 Date: Week of Feb 9

Topic & Articles:

A translational neuroscience framework for the development of socioemotional functioning in health and psychopathology

Jillian Lee Wiggins and Christopher S. Monk
pp 1293-1309

Coping with complexity: Developmental systems and multilevel analyses in developmental psychopathology

Peter J. Marshall
pp 1311-1324

Week: 6 Date: Week of Feb 16

Topic & Articles:

Adolescent brain development in normality and psychopathology

Monica Luciana
pp 1325-1345

Thinking clearly about the endophenotype–intermediate phenotype–biomarker distinctions in developmental psychopathology research

Mark F. Lenzenweger
pp 1347-1357

Week: 7 Date: Week of Feb 23

Topic & Articles:

Stress physiology and developmental psychopathology: Past, present, and future

Jenalee R. Doom and Megan R. Gunnar
pp 1359-1373

A roadmap for the integration of culture into developmental psychopathology

José M. Causadias
pp 1375-1398

Week: 8 Date: Week of March 2

Topic & Articles:

A biopsychosocial perspective on parenting and developmental psychopathology

Susan D. Calkins, Cathi Propper and W. Roger Mills-Koonce
pp 1399-1414

Contributions of attachment theory and research: A framework for future research, translation, and policy

Jude Cassidy, Jason D. Jones and Phillip R. Shaver
pp 1415-1434

PSYCH 722, Developmental Psychopathology, Term 2, Winter 2015

Week: 9 Date: Week of March 9

Topic & Articles:

The reformulation of emotional security theory: The role of children's social defense in developmental psychopathology

Patrick T. Davies and Meredith J. Martin

pp 1435-1454

A quarter century of progress on the early detection and treatment of autism spectrum disorder

Geraldine Dawson and Raphael Bernier

pp 1455-1472

Week: 10 Date: Week of March 16

Topic & Articles:

The developmental psychopathology of irritability

Ellen Leibenluft and Joel Stoddard

pp 1473-1487

Attention deficits and hyperactivity–impulsivity: What have we learned, what next?

Joel T. Nigg

pp 1489-1503

Week: 11 Date: Week of March 23

Topic & Articles:

Comorbidities and continuities as ontogenic processes:

Toward a developmental spectrum model of externalizing psychopathology

Theodore P. Beauchaine and Tiffany McNulty

pp 1505-1528

“I can, therefore I must”: Fragility in the upper-middle classes

Suniya S. Luthar, Samuel H. Barkin and Elizabeth J. Crossman

pp 1529-1549

Week: 12 Date: Week of March 30

- Integration and Wrap Up: Where do we go from here?

Topic & Articles:

Opportunities and challenges to the development of healthy children and youth living in diverse communities

Margaret Beale Spencer and Dena Phillips Swanson

pp 1551-1566

Developmental mechanisms in the prodrome to psychosis

Elaine F. Walker, et al.

pp 1585-1600

PSYCH 722, Developmental Psychopathology, Term 2, Winter 2015

Policy Reminders:

- The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.
- Please note the Statement on Academic Ethics and the Senate Resolutions on Academic Dishonesty as found in the Senate Policy Statements distributed at registration and available in the Senate Office. Any student who infringes one of these resolutions will be treated according to the published policy. Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, at http://www.mcmaster.ca/senate/academic/ac_integrity.htm
The following illustrates only three forms of academic dishonesty:
 1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
 2. Improper collaboration in group work.
 3. Copying or using unauthorized aids in tests and examinations.
- If you are absent from the university for a minor medical reason, lasting fewer than 5 days, you may report your absence, once per term, without documentation, using the McMaster Student Absence Form (MSAF). Absences for a longer duration or for other reasons must be reported to your Faculty/Program office, with documentation, and relief from term work may not necessarily be granted. When using the MSAF, report your absence to schmidtl@mcmaster.ca. You must then contact Dr. Schmidt immediately (normally within 2 working days) by email at schmidtl@mcmaster.ca to learn what relief may be granted for the work you have missed, and relevant details such as revised deadlines.