This is a seminar course for 4 points. The class will meet Wednesdays, 12:10–2 pm in room 200C Schermerhorn Hall

**Brief course description:**
Developmental psychopathology posits that it is aspects of development itself that have gone awry when there is psychopathology. As such, it seeks to understand the early and multiple factors contributing to psychopathology emerging in childhood and later in life, views development as an ongoing dynamic process, and is committed to the possibility of intervention to bring about better adaptation. This course will begin with an overview of the field and foundational concepts, and then move to various foci for understanding maladaptive development (e.g., the role of genes, social influences). It then will examine key domains that serve as risk factors (e.g., temperament) and current research in specific diagnostic areas (e.g., Attention Deficit Hyperactivity Disorder). The course will conclude with a critical examination of the tension between the influence of the psychiatric perspective and a newly emerging research paradigm. The former threatens to replace the developmental approach to psychopathology with a medical/diagnostic one emphasizing the labeling (and medicating) of (static) conditions. In contrast, a research-driven perspective now identifies all mental illnesses, even those seen in adults, as neurodevelopmental disorders. Throughout the course, students will be encouraged to relate empirical findings to the field’s theoretical models as well as to examine the prevailing scientific ideology guiding research programs.

**Course requirements:**
Each week students will attend a two-hour seminar. No later than 5 pm of the proceeding evening, students will submit (via email) to the professor three questions about that week’s readings (none based on the same paper unless there are only two papers). These questions will be used to launch discussion during each meeting. For the first few course meetings, the instructor will use one-half to one hour of meeting time for lectures that will provide historical context, background, and conceptual explication. For the remaining sessions, students will be assigned a week for which they will lead a portion of the discussion. (Depending on class size and preference, students can do this individually or in pairs.) In addition to these readings, students will complete two take home assignments, one at the mid point in the year, due in class on **October 14**, one as a final project due in class on Wednesday, **December 9**. For the mid term, students will respond to 2 out of 3 take home essays, each about 2 to 3 pages in length. For the final, students will respond to 3 out of 4 take home essays, also each about 2 to 3 pages in length.
A note about the weekly questions: These are to be integrative, and to reflect thoughtfulness about the class readings; They should not be one sentence ‘why’ questions, or ‘has this ever been looked at’ questions, as those can begin to be answered with a little investigative work on one’s own.

Grading will be allocated as follows:
Weekly questions: 25%
Participation in discussion: 15%
Class leader: 20%
Mid term essays 15%
Final essay 25%

Readings and weekly syllabus:

Papers are readily available to download via the CU system or PubMed. (Occasionally an article will be hard to find, in which case I will uploaded it on our CourseWorks site.)

Session 1: Sept 9: Overview

Session 2: September 16: Developmental perspectives on psychopathology


Other recommendations for optional reading:


Session 3: September 23: Models of development — Psychological transmission


Recommendations for optional reading:


5. Fonagy, Peter; Target, Mary. Attachment and reflective function: Their role in self-organization. Development and Psychopathology.


Session 4: September 30 Models of development — nature versus nurture (?)


Recommendations for optional reading:


Session 5: October 7: Models of development — Experience and brain/body effects


Recommendations for optional reading:


**Session 6: October 14: Very early foundations:** MID TERM DUE


Recommendations for optional reading:


Session 7: October 21: Temperament & emotion regulation

CHOICES FOR PLAY, NEXT TO NORMAL: MONDAY OCT 19, TUES OCT 20, TUESDAY OCT 27; WHICH EVER NIGHT WE SEE THE PLAY, ‘TEMPERAMENT’ WILL FOLLOW AS CLASS TOPIC
* For the class following the play, in lieu of standard questions from the readings, please bring to class the following written assignment: 2 comments relating the play to our readings so far; 1 question on the temperament readings.


Recommendations for optional reading:


Session 8: October 28: Depression


Recommendations for optional reading:


Session 9: November 4: Autism


Session 10: November 11: Schizophrenia — a neurodevelopmental disorder?


Recommendations for optional reading:


**Session 11: November 18: SES factors**


Recommendations for optional reading:


**Session 12: November 25: To diagnose (or not)**


Recommendations for optional reading:


**Session 13: December 2: Intervention**


chronic forms of major depression and childhood trauma. *PNAS*, 100, p.14293.

Recommendations for optional reading:


**Session 14: December 9 FINAL EXAM DUE**

**WRAP UP**