School of Education
Department of Counseling, Psychology, and Special Education

GPSY 801 – Social Systems and Developmental Psychopathology
Fall 2007

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Email: mcgoeyk@duq.edu
Website: www.blackboard.duq.edu

Required Texts:


Assigned readings available as course packet available in program office

Course Description and Goals:
This course provides an overview of processes that increase the risk of abnormal psychological manifestations in children. Students will gain a theoretical understanding of the relationship between social (e.g. culture and family) factors and biological factors, and child psychopathology; students will also be introduced to a clinical conceptualization of developmental psychopathology. The course also explores school, community/family, and psychopharmacological interventions of child and adolescent psychopathologies.

Course Goals:
1. To gain increased understanding of the nature of child and adolescent psychopathology, and how it differs from normal development.
2. To understand the developmental nature of psychopathology and its implications for later development.
3. To understand broad theoretical frameworks which explain the development of psychopathology.
4. To increase understanding of cultural, social, and biological/genetic factors in developmental psychopathology.
5. To understand the relations between family functioning and child development as they relate to psychopathology and resilience in children and adolescents.
6. To increase knowledge of developmentally-based interventions for childhood and adolescent disorders.
Assignments:

1 Developmental psychopathology conceptualization paper. Write a theoretical paper on the developmental framework of a particular child/adolescent psychopathology. Give special consideration to the literature discussing specific processes thought to contribute to the manifestation of the disorder. This should be a minimum of 15 and maximum of 20 pages in length, including abstract and references. Of course, this paper should follow APA writing format. 100 points

2 Developmental prevention project. Design a prevention program designed to address the psychopathology you chose for your conceptualization paper. Your prevention program should be developmental in nature, be consistent with your theoretical conceptualization, and consider the societal, familial, and cultural aspects that influence the development of psychopathology. Your project should include specific actions to address the family/cultural/community factors involved in the psychopathology. Your project should be a 5 page grant proposal outlining the need and rationale for the program, specific goals and objectives and procedures of the project and plan to evaluate the outcome/impact of the project. This should also be in APA style. 50 points

3 Book Discussion/writing exercise. This exercise is designed to facilitate a clinical understanding of the theoretical premises and empirical evidence that we will have reviewed regarding developmental psychopathology. Be prepared through class discussion to a) Integrate The years of silence are past: My father’s life with bipolar disorder with the theoretical discussions we have had in class. 50 points

4 Intellectual discourse/Class participation. This is a doctoral level seminar requiring your input and participation in collegial dialogue. You will be asked to lead a class discussion and facilitate intellectual discourse. You should use the articles assigned for that day as a springboard for your comments and as a framework to organize your thoughts. As you read the articles, utilize your critical thinking skills. Ask yourself what theoretical premises the authors used as the basis for their research; do the articles support/contradict previous research; identify gaps in the literature based on article discussion section; what are the limitations/strengths of the study; generate other research questions that need to be addressed in the literature; how do the findings apply to the field of school psychology? All students are expected to bring one point of discussion for each article assigned for that day. The student assigned to facilitate the discussion will be responsible for creating discussion topics/questions/activities to guide the discussion. The objective of this requirement is to learn from the perceptions and experiences of your peers, explore different world views that have contributed to your professional and personal development, and be able to integrate research methodology and findings with your clinical conceptualizations. 75 Facilitation/ 25 participation points
**Student Evaluation:**
Students will be evaluated on the following scale according to the total points acquired.

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
<th>Percentage</th>
<th>Minimum Points</th>
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<tr>
<td>A</td>
<td>Superior</td>
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<td>A-</td>
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<td>C</td>
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**Attendance Policy:**
Students are expected to attend all scheduled class periods, complete all assignments and participate in class discussions. Any student unable to attend class because of a serious illness, hospitalization, serious accident, or other extenuating circumstances is responsible for notifying me in a timely manner and providing written verification. You are responsible for all work and material covered during your absence. Unexcused absences will result in loss of participation points for that class period.

**Accommodations for Special Students:**
Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At Duquesne University, the Office of Freshman Development and Special Student Services, located in room 309 Duquesne Union (412-396-6657), is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member, at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Freshman Development and Special Student Services. Before accommodations will be granted, the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Freshman Development and Special Student Services. The purpose for implementing reasonable accommodations is to allow for equal opportunity for students with disabilities.

**Academic Integrity Policy:**
Violations of academic integrity are subject to disciplinary actions, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class or from the university. Violations of academic integrity are delineated in the *Duquesne University Code of Student Rights, Responsibilities, and Conduct*, Article V, Section B.
Course Schedule

August 27     Course Overview

Part I: Developmental Psychopathology

September 10  Introduction to Developmental Psychopathology
Developmental perspectives on psychopathology.

Handbook, Chapters 1, 2, & 4
Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and
design. Cambridge: Harvard University Press. (Chapters 9-11 ((pp. 209-258)).

Part II: Social Systems Influences on Psychopathology

September 17  Culture and Socioeconomic Status

Handbook, Chapters 10 & 11
integration of universal and culturally specific psychologies. Perspectives on
Psychological Science, 1, 211-233.
schools: Multicultural factors that impact assessment and intervention. Psychology in
the Schools, 43, 429-438.
poverty and psychopathology: A natural experiment. Journal of the American
Medical Association, 290, p. 2023-2029. Also read the commentary by M.
Rutter, p. 2063-2064.
Development, 74, 1581-1593.
Wadsworth, M. E., & Achenbach, T. M. (2005). Explaining the link between low
socioeconomic status and psychopathology: Testing two mechanisms of the social
causation hypothesis. Journal of Consulting and Clinical Psychology, 73, 1146-1153.

September 24  Familial Influences

Handbook, Chapters 5, 7, & 13
discord, parental depression, and psychopathology in offspring: 20-Year Follow-up.
long-term family therapy for adolescent anorexia nervosa. Journal of American
Academy of Child and Adolescent Psychiatry, 44, 632-639.
and emotional disorders. Journal of Marital & Family Therapy, 29, 523-545.
family therapy. Journal of Marital and Family Therapy, 27, 189-200.
October 1  Peer Relationships
Hanbook, Chapter 9

October 8  Biological Processes
Handbook, Chapter 12
October 15  Chronic Illness  
Handbook, Chapter 15


October 22  Resilience  
Handbook, Chapter 6


Part III: Specific Disorders and Intervention

October 29  Maltreatment & Trauma  
Handbook, Chapters 37 & 38

Book Discussion: *The years of silence are past: My father’s life with bipolar disorder.*

In-class graded discussion.


November 5  Interventions in the Schools

**Paper Due**
Handbook, Chapter 8


November 12  The Legal System: Juvenile Justice.


November 26 Case Study
Students will choose a specific psychopathology to analyze and discuss in class.
Readings TBA

December 3
Prevention Project Due
Prevention Project Presentations

December 10
Prevention Project Presentations

December 17 Final Course Wrap up
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