

PSYCHOLOGY 366: CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Spring 2023

Class Hours: Monday 14:40-17:30

Instructor: Feyza Çorapçı, PhD

Textbook: Weis, R. (2018). *Introduction to abnormal child and adolescent psychology* (3rd ed). Sage.

Office Hours: Monday 13:30-14:30

COURSE DESCRIPTION

This course is designed to provide the students with a comprehensive understanding of childhood psychopathology based on developmental psychopathology theory.

We may have to revise the course plan according to the reassessment to be made country-wide, regarding higher education, at the beginning of April. The content to be delivered is certain but the method of course delivery, the number and dates of exams, and some other details are subject to change.

COURSE GOALS

The primary goals of this course are:

- To expose students to the interplay between genetic (and epigenetic), psychological, social, cognitive, emotional, and cultural influences contributing to psychopathology emerging in childhood.
- To present in-depth knowledge about the phenomenology (i.e., symptom presentation, epidemiology), prognosis, and therapeutic approaches of selected disorders such as autism, ADHD, and anxiety disorders.
- To explore clinical case examples and apply principles of developmental psychopathology, psychological assessment, and evidence-based treatments for specific disorders prevalent in children and adolescents.
- To critically discuss current and controversial issues in existing conceptualizations, diagnosis and therapeutic approaches to child and adolescent psychopathology

COURSE REQUIREMENTS

- **ATTENDANCE AND PARTICIPATION:** In order to do reasonably well without encountering a lot of anxiety, make sure you regularly attend the lectures. The format of class meetings will generally include both lecture and discussion. Lectures complement the readings in your textbook.
- **REACTION PAPERS:** Each student should submit 2 reaction papers. The paper should reflect what the assigned reading made you think about this topic and further questions you had in mind. Please write **1-page** (double spaced) that includes your overall evaluation (e.g. what is interesting, novel, surprising, controversial, contradictory etc.). Due dates will be announced in class.
- **EXAMS:** There will be one midterm exam and a final exam. Exams will include short essay and multiple choice questions.
- **GROUP PRESENTATION:** Students will form groups of 4-5 students. Each group will work on a case study and answer questions regarding the symptomatology, functional impairments, risk and protective factors as well as potential developmental course of the disorder. Detailed information will be delivered in class.
- **GRADING:** Midterm Exam: 35%, Final Exam: 35%, Group Presentation: 10% Reaction Papers: 20%

COURSE SCHEDULE

Date	TOPIC	Textbook Chapter	Outside Reading
Week 1	Introduction to Abnormal Child Psychology	CH 1	
Week 2	The Science and Practice of Abnormal Child Psychology	CH 1	Sroufe, L. A., Coffino, B., & Carlson, E. A. (2010). Conceptualizing the role of early experience: Lessons from the Minnesota longitudinal study. <i>Developmental Review, 30</i> (1), 36-51.
Week 3	Child Development in the Context of Disaster, War, and Terrorism: Pathways of Risk and Resilience		Masten, A. S., & Narayan, A. J. (2012). Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience. <i>Annual Review of Psychology, 63</i> , 227–257.
Week 4	Assessment and Diagnosis	CH 3	
Week 5	Anxiety Disorders	CH 11	Creswell, C., Schniering, C. A., & Rapee, R. M. (2005). Threat interpretation in anxious children and their mothers: Comparison with nonclinical children and the effects of treatment. <i>Behaviour Research and Therapy, 43</i> (10), 1375-1381.
Week 6	Trauma-Related Disorders	CH 12	
Week 7	MIDTERM		
Week 8	Depressive Disorders and Self-Injury	CH 13	
Week 9	Attention-Deficit Hyperactivity Disorder	CH 8	
Week 10	Conduct Problems	CH 9	Ravi, S., Havewala, M., Kircanski, K., Brotman, M. A., Schneider, L., Degnan, K., ... & Filippi, C. (2022). Parenting and childhood irritability: Negative emotion socialization and parental control moderate the development of irritability. <i>Development and Psychopathology, 1-10</i> .
Week 11	Conduct Disorders/ Substance Abuse	CH 9, CH 10	
Week 12	Intellectual Disability	CH 5	
Week 13	Autism Spectrum Disorders	CH 6	Swanson, M. R. (2020). The role of caregiver speech in supporting language development in infants and toddlers with autism spectrum disorder. <i>Development and psychopathology, 32</i> (4), 1230-1239.