Course Description:
This course in Child Psychopathology is organized around the notion that a child and her symptoms are best understood when considered against the backdrop of 1) **developmental factors**, including her level of emotional and cognitive/language functioning, her capacities for affect and self regulation, 2) **risk factors**, including biological, temperamental, neurodevelopmental, and genetic factors, as well as environmental factors such as parental psychopathology, family disruption, abuse, neglect, and other forms of trauma, 3) **protective factors**, and, finally, 4) **cultural and other contextual factors**.

Course Objectives:
The general aim of this course is to provide students with the knowledge and skills they will need to begin assessing children from infancy through adolescence across a range of domains, and to think about psychopathology in an integrated, comprehensive, and dynamic way. The course will be divided into 5 modules: 1) general issues in observation, assessment, and diagnosis of children 2) diagnosis and assessment of children under 3, 3) diagnostic frameworks for school age children, 4) review of specific diagnostic categories and student presentations, and 5) child psychopharmacology.

The fourth module will be structured around a series of case presentations. Each of the children presented carry a primary DSM-IV diagnosis; at the same time, full understanding of the clinical picture requires comprehensive evaluation of a range of complex biological, cognitive, temperamental, environmental, and cultural issues. These cases will be used to frame discussions about children’s increasingly differentiated relationships, their developing theory of mind, capacities for affect regulation, play, peer relationships, symbolization, and mentalization, as well as sensorimotor processing abilities. Two weeks will be devoted to each diagnostic category: The first week will include review of the case material, including testing material, and accompanying background readings, the second week will involve student presentations on the child’s “primary” diagnosis, combined with a discussion of risk, protective, and contextual factors. Full description of format for presentations below.
**Requirements and Grading:**
The grade will be assigned on the basis of your class presentation (30%), your presentation (35%) and your classroom paper (35%).

**Required Texts:**


Diagnostic Classification 0-3R: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (2005). Zero to Three Publications. [www.zerotothree.org](http://www.zerotothree.org)


**Recommended Texts (for more detail in a number of areas):**


**Weekly Reading Assignments and Class Topics:**

**Module 1: Overview**

Session 1: Diagnostic Frameworks: An Introduction

The session will begin with an introduction to the course, and in particular to thinking about diagnosis and psychopathology from a developmental-structuralist or developmental psychopathology perspective.

This overview will provide a context for reviewing the final papers from the last semester, which take a close look one of the most important contexts for the unfolding of development and psychopathology: the child-caregiver relationship. In particular, we will be examining the ways that a young child’s behavior and development can be viewed through the lens of the caregiver’s representational world and mentalizing capacities.


**Module 2: Diagnosis**

Session 2: Threes and Under: Special Issues in Diagnosis


PDM, op. cit., pp. 319-379.


In the following three sessions, we will be discussing 3 overlapping frameworks for assessing children, Anna Freud’s developmental approach (which anticipated both the developmental-structuralist and developmental psychopathology approaches), Greenspan’s developmental structuralist Approach (Greenspan, 2003), and finally, the overarching principles of the Psychodynamic Diagnostic Manual (PDM Task Force, 2006). Together, these frameworks provide the context for broad, theoretically based, clinically rich, developmentally and culturally sensitive assessments of children during the preschool and middle school period.

Session 3:  Anna Freud: The first developmental psychopathologist


Developmental Profile Example

Optional:
Freud, A. Chapter 5

Session 4:  Stanley Greenspan: The Developmental-Structuralist Approach

Greenspan, S., op.cit, Chapters 1-3.


Session 5:  Psychodynamic Diagnostic Manual

PDM, 1-13, 175-318 (we are going to review each of the cases, pp. 297-318)
Session 6:  **Michael: Genetic and Biological Vulnerability, Affective Dysregulation and Disrupted Attachment**


Beauchaine & Hinshaw, op.cit., Chapter 3 (Beauchaine et al.; *Genetic and environmental influences on behavior*)

Testing report for Michael

Optional:

Beauchaine & Hinshaw, op. cit., Chapter 10 (Cole & Hall; *Emotion dysregulation as a risk factor for psychopathology*)

**Session 7: Anxiety Disorder Presentation**

Beauchaine & Hinshaw, op.cit, Chapter 15 (Weems & Silverman; *Anxiety disorders*).

**Session 8: Lucy: Late Adoption, Disorganized Attachment, Disruptions in Behavior and Attention**


Testing report for Lucy
Session 9:  **Behavior Disorders Presentation**

Beauchaine & Hinshaw, Chapter 12 (Lahey; *Oppositional defiant disorder, conduct disorder, and juvenile delinquency*), Chapter 13 (Hiatt & Dishion; *Antisocial personality development*)

Session 10:  **Cynthia and Luisa: Early Adoption, Divorce, Disorganized Mother and Child, Attention Deficit Disorder and Conduct Disorder**


**Testing report for Luisa**

Optional:
Beauchaine & Hinshaw, op. cit., Chapter 5 (Beauchaine & Neuhaus; *Impulsivity and vulnerability to psychopathology*)

Session 11:  **ADHD Presentation**

Beauchaine & Hinshaw, op. cit., Chapter 11 (Nigg & Mikolas; *Attention-Deficit/Hyperactivity Disorder*)

Session 12:  **Autistic Spectrum Disorders:“Iris” by Anni Bergman**


ASSIGNMENTS

There are two assignments for this course. The first is a group presentation. Teams of students will be assigned to each of the diagnostic categories that will be the focus of formal presentations. What I want you to do is find a film, TV clip/program, or piece of literature that will bring to life the diagnosis in question. This will serve as the jumping off point for the presentation, which should include a review of the essential aspects of the diagnosis, as well as the biological, dynamic, familial and other factors thought to underlie the disorder. At least two weeks before your presentation, you need to distribute a reading list of at least 4 relevant articles, as well as hard or electronic copies of two articles for the class to read in preparation for the class. I have also


Session 13: Autistic Spectrum Disorders Presentation

Beauchaine & Hinshaw, C. 19 (Dawson & Faja; Autistic Spectrum Disorders: A Developmental Perspective).

Session 14: Child Psychopharmacology. Guest Lecturer: Dr. Karen Gilmore


assigned one review article for each syndrome. What I don’t want is a powerpoint “report” – you can use powerpoint if you want to (but you don’t need to!) – whatever your mode of presentation, I want you to find a way to present the material such that the phenomenology and “feel” of the syndrome comes to life – this way, when you start to see cases, you’ll have these templates in mind. Please no dry reporting of statistics, lists of criteria, etc. These are deadly in a presentation. If you’re going to use powerpoint, you have to make arrangements at Instructional Media, in Room 5/220 (212-650-5480), at least a week before your presentation, and you have to pick up the equipment and get it set up and running BEFORE class starts!!!

The second assignment will be a write up of a case I will distribute. You should address the following in your write-up: 1) possible diagnosis/es, 2) review of relevant literature, 3) potential dynamic formulation, 4) developmental level (as in Greenspan or A. Freud), 5) important avenues for treatment. I will distribute the case on April 27th, and your write up of no longer than 15 pages will be due on June 1st, by email or snail mail.

Have a Great Semester! And please REMEMBER THAT IF YOU EXPRESS MAIL SOMETHING TO ME, YOU MUST SIGN THE SIGNATURE WAIVER