

2030

063

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/20/2012 ³ New course Temporary course Drop service course
 (effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
 - Increase credit (former credit _____)
 - Number (former number _____)
 - Crosslisting (between WSU departments)
(Must have both departmental signatures)
 - Conjoint listing (400/500)
 - Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
 - Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
 - Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
 - Other (please list request) _____
- Repeat credit (cumulative maximum _____ hours)
 - Lecture-lab ratio (former ratio _____)
 - Prefix (former prefix _____)
 - Cooperative listing (UI prefix and number _____)
 taught by: WSU UI jointly taught
 - S, F grading

Psych 542 Child and Adolescent Psychopathology
 course prefix course no. title

3	<u>3</u>	0	0	
credit	lecture hrs	lab hrs	studio hrs	prerequisite
	per week	per week	per week	

Description (20 words or less) Theoretical and empirical approaches to etiology and diagnosis of mental disorders in children.

Instructor: Beauchaine, Theodore Phone number: (509) 335-9127 Email: ted.beauchaine@wsu.edu
Contact: Cochrane, Kendra Phone number: (509) 335-2633 Email: klhash@wsu.edu
Campus Zip Code: 991644820

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

puCoff 12/8/11
 Chair/date

Carol Long 8/23/12
 Dean/date

 General Education Com/date

 Chair (if crosslisted/interdisciplinary)*

 Dean (if crosslisted/interdisciplinary)*

 Graduate Studies Com/date

 All-University Writing Com/date

 Academic Affairs Com/date

 Senate/date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Child and Adolescent Psychopathology (Psych 542)

Instructor: Theodore Beauchaine, Ph.D.
Office: Johnson Tower 237C
Office Hours: TBA
Phone: (509) 335-9127
Email: ted.beauchaine@wsu.edu
Class Website: <https://lms.wsu.edu/>

Description

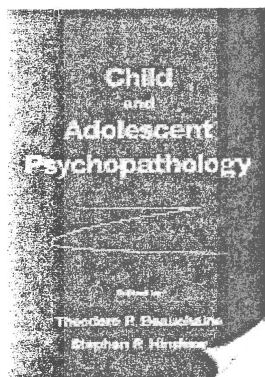
This is a 3 credit graduate course on empirical approaches to understanding the etiologies of different forms of psychopathology in children and adolescents. My primary objective in teaching the course is to acquaint graduate students with relevant literatures on biological vulnerabilities (e.g., genetic, epigenetic, neural, autonomic), environmental risk factors (e.g., early adversity, trauma, head injury, socioeconomic status), and Biological Vulnerability x Environmental Risk Factor interactions (e.g., gene-environment correlations, epigenetics, allostasis) in conferring susceptibility to psychopathology. Please note that this is neither a treatment course nor a practicum. Thus, we will not cover treatment approaches or therapeutic processes. These are addressed in other courses.

The course will be organized around the developmental psychopathology perspective, which emphasizes complex transactions between individuals and their environments across development, at all relevant levels of analysis spanning genes to behavior. This approach will be juxtaposed with the more traditional 'medical model'. It is expected that you will complete all of the assigned readings before arriving for class, and that you will participate actively in discussions. Part of your grade will depend on this (see below).

Prerequisites

none

Required Texts



Beauchaine, T. P., & Hinshaw, S. P. (2012). *Child and adolescent psychopathology* (2nd ed.). Hoboken, NJ: Wiley.

Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Winokur, G., Zimmerman, M., & Cadoret, R. (1988). 'Cause the bible tells me so. *Archives of General Psychiatry*, 45, 683-684.

Feighner, J. P., Robins, E., Guze, S. B., Woodruff, R. A., Winoker, G., & Munoz, R. (1972). Diagnostic criteria for use in psychiatric research. *Archives of General Psychiatry*, 26, 57-63.

Beauchaine, T. P., & Marsh, P. (2006). Taxometric methods: Enhancing early detection and prevention of psychopathology by identifying latent vulnerability traits. In D. Cicchetti & D. J. Cohen (eds.), *Developmental psychopathology. Vol. 1: theory and method* (2nd ed., pp. 931-967). Hoboken NJ: Wiley.

The Developmental Psychopathology Perspective

Hinshaw, S. P. (2012). Developmental psychopathology as a scientific discipline. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Cicchetti, D. (2006). Development and psychopathology. In D. Cicchetti & D. J. Cohen (eds.), *Developmental psychopathology. Vol. 1: theory and method* (2nd ed., pp. 1-23). Hoboken NJ: Wiley.

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Genes, Environment, and Gene x Environment Interactions

Beauchaine, T. P. (2012). Genetic, psychobiological, and environmental influences on behavior. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Bergen, S. E., Gardner, C. O., & Kendler, K. S. (2007). Age-related changes in heritability of behavioral phenotypes over adolescence and young adulthood: A meta-analysis. *Twin Research and Human Genetics*, 10, 423-433.

O'Connor, T. G., Deater-Deckard, K., Fulker, D., Rutter, M., & Plomin, R. (1998). Genotype-environment correlations in late childhood and adolescence: Antisocial behavior problems and coercive parenting. *Developmental Psychology*, 34, 970-981.

Lahey, B. B., Van Hulle, C. A., Singh, A. L., Waldman, I. D., & Rathouz, P. J. (2011). Higher-order genetic and environmental structure of prevalent forms of child and adolescent psychopathology. *Archives of General Psychiatry*, 68, 181-189.

Gottesman, I. I., & Gould, T. D. (2003). The endophenotype concept in psychiatry: Etymology and strategic intentions. *American Journal of Psychiatry*, 160, 636-645.

Culture and Context

Compas, B. (2012). Cultural and contextual influences on behavior. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Lynam, D. R., Caspi, A., Moffitt, T. E., Wikström, P. O., Loeber, R., & Novak, S. (2000). The interaction between impulsivity and neighborhood context on offending: The effects of impulsivity are stronger in poorer neighborhoods. *Journal of Abnormal Psychology*, 109, 563-574.

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Early Adversity and Child Maltreatment

Jaffee, S. (2012). Child maltreatment and risk for psychopathology. In T. P. Beauchaine & S. P. Hinshaw

Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Beauchaine, T. P., Neuhaus, E., Zalewski, M., Crowell, S. E., & Potapova, N. (2011). The effects of allostatic load on neural systems subserving motivation, mood regulation, and social affiliation. *Development and Psychopathology, 23*, 975-999.

Fraga, M. F., Ballestar, E., Ropero, S., Setien, F., Ballestar, M. L., Heine-Suñer, D., ...Esteller, M. (2005). Epigenetic differences arise during the lifetime of monozygotic twins. *Proceedings of the National Academy of Sciences, 102*, 10407-10408.

Brain Injury and Risk for Psychopathology

Shannon, K. E., & Gatzke-Kopp, L. M. (2012). Brain injury as a risk factor for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Mattson, S. (2012). Exposure to teratogens and risk for psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

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Emotion Dysregulation and Risk for Psychopathology

Cole, P. M. (2012). Emotion dysregulation and psychopathology. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Snyder, J., Schrepferman, L., & St. Peter, C. (1997). Origins of antisocial behavior: Negative reinforcement and affect dysregulation of behavior as socialization mechanisms in family interaction. *Behavior Modification, 21*, 187-215.

Beauchaine, T. P., Gatzke-Kopp, L., & Mead, H. K. (2007). Polyvagal theory and developmental psychopathology: Emotion dysregulation and conduct problems from preschool to adolescence. *Biological Psychology, 74*, 174-184.

Comorbidity

Klein, D. N., & Riso, L. P. (1993). Psychiatric disorders: Problems of boundaries and comorbidity. In C. G. Costello (Ed.), *Basic issues in psychopathology* (pp. 19-66). New York: Guilford Press.

Merikangas, K. R., He, J.-P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., ...Swendsen, J. (2010). Lifetime prevalence of mental disorders in U.S. adolescents: Results from the national comorbidity survey replication—adolescent supplement (NCS-A). *Journal of the American Academy of Child and Adolescent Psychiatry, 49*, 980-989.

Angold, A., Costello, E. J., & Erkanli, A. (2003). Comorbidity. *Journal of Child Psychology and Psychiatry, 40*, 57-87.

Miller, G. A., & Chapman, J. P. (2001). Misunderstanding analysis of covariance. *Journal of Abnormal Psychology, 110*, 40-48.

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Attention-Deficit/Hyperactivity Disorder

Nigg, J. (2012). Attention-deficit/hyperactivity disorder. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Edenberg, H. J. (2007). The genetics of alcohol metabolism: Role of alcohol dehydrogenase and aldehyde dehydrogenase variants. *Alcohol Research and Health, 30*, 5-13.

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Anxiety Disorders

Weems, C. F., & Silverman, W. (2012). Anxiety disorders. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Etkin, A., & Wager, T. D. (2007). Functional neuroimaging of anxiety: A meta-analysis of emotional processing in PTSD, social anxiety disorder, and specific phobia. *American Journal of Psychiatry, 164*, 1476-1488.

Tambis, K., Czajkowsky, N., Røysem, E., Neale, M. C., Reichborn-Kjennerud, T., Aggen, S. H., ...Kendler, K. S. (2011). Structure of genetic and environmental risk factor for dimensional representations of DSM-IV anxiety disorders. *British Journal of Psychiatry, 195*, 301-307.

Hovatta, I., & Barlow, C. (2008). Molecular genetics of anxiety in mice and men. *Annals of Medicine, 40*, 92-109.

Essex, M. J., Klein, M. H., Slattery, M. J., Goldsmith, H. H., & Kalin, N. H. (2010). Early risk factors and developmental pathways to chronic high inhibition and social anxiety disorder in adolescence. *American Journal of Psychiatry, 167*, 40-46.

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Mood Disorders

Klein, D. N. (2012). Depressive disorders. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Blader, J. C., & Carlson, G. A. (2012). Bipolar disorder. In T. P. Beauchaine & S. P. Hinshaw (eds.). *Child and adolescent psychopathology* (2nd. ed., pp. xx-yy). Hoboken, NJ: Wiley.

Moreno, C., Laje, G., Blanco, B., Jiang, H., Schmidt, A. B., & Olfson, M. (2007). National trends in the outpatient diagnosis and treatment of bipolar disorder in youth. *Archives of General Psychiatry, 64*, 1032-1039.

Holtman, M., Bölte, S., & Poustka, F. (2008). Rapid increase in rates of bipolar disorder in youth: "True" bipolarity or misdiagnosed severe disruptive behavior disorders? *Archives of General Psychiatry, 65*, 477.

Mattes, J. A. (2010). Bipolar Disorder? *Archives of General Psychiatry, 67*, 1198.

Levinson, D. F. (2006). The genetics of depression: A review. *Biological Psychiatry, 60*, 84-92.

Volk, H. E., Todd, R. D. (2007). Does the Child Behavior Checklist juvenile bipolar disorder phenotype identify bipolar disorder? *Biological Psychiatry, 62*, 115-120.

Karg, K., Burmeister, M., Shedden, K., & Sen, S. (2011). The serotonin transporter promoter variant (5-HTTLPR), stress, and depression meta-analysis revisited. *Archives of General Psychiatry, 68*, 444-454.

Craddock, N., & Forty, L. (2006). Genetics of affective (mood) disorders. *European Journal of Human Genetics, 14*, 660-668.

Hankin, B. L., Mermelstein, R., & Roesch, L. (2007). Sex differences in adolescent depression: Stress exposure and reactivity models. *Child Development, 78*, 279-295.

populations, (2) the role of genes, environment, and Gene x Environment interactions in the expression of psychopathology, (3) compromises in major neural systems that give rise to psychopathology, (4) differences between traditional approaches to diagnosis and more recent developmental psychopathology perspectives, (5) the history of psychiatric diagnosis, and (6) limitations of human judgment in the diagnostic process.

Reaction Papers

Two 3-4 page reaction papers are required in response to the Week 1 and Week 2 readings. These are due at the beginning of the class *after* the readings are discussed. In these papers, you should describe your understanding of the readings, what you learned from them, and your reaction to class discussion.

Take Home Final Exam

There will be one exam—a take home final that is due the last day of finals week (Friday). The exam will consist of 4-5 essay questions that require you to demonstrate your understanding of concepts presented in class, the readings, and class discussions. Any student caught cheating on an exam will be assigned a score of 0 and be referred to the Office of Student Standards and Accountability.

Grading

Your grade will be determined by your score on the reaction papers (15%), your participation class discussions (35%), and your score on the final exam (50%). Grades will be determined on a curve, not according to predetermined percentages.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Safety

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/emergencies> to become familiar with the information provided.

Emergency Notification System: WSU has made an emergency notification system available for faculty, students and staff. Please register at Zzusion with emergency contact information (cell, email, text, etc). Students may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver webpage and/or <http://www.flashalert.net/>.