Course Description

This course provides an overview of psychological and neurodevelopmental disorders from infancy through adolescence. A variety of theoretical frames will be used to understand aspects of pathology, its development, and particular stage based presentations.

A large list of reference texts are suggested along with a rich selection of articles to build your own reference library. Starred articles are considered essential to our class discussions and are required reading.

A final paper is due sent to me by email no later than July 29th. The final paper should be ten to twelve pages in length, incorporating references to class discussions, readings and other references to support your observations and conclusions. You may choose one of the following:

1. An in-depth discussion of one set of disorders comparing and contrasting each of the major research contribution towards understanding this disorder, for example: neuropsychological, developmental, psychodynamic etc. Discuss the ways each frame contributes to an understanding of the development of this pathology, its diagnosis, treatment, and ways to address how the school setting should adapt or accommodate for this disorder.

2. An in-depth case study using: presenting problem, developmental history, environmental influences, physical and constitutional issues, observations from clinical interview and classroom, family interviews, etc. to formulate a diagnosis, treatment, and ways to address the child’s needs at home and in the school setting.

Texts


Course Outline and Readings

6/17 CLASS #1  Developmental Psychopathology -Overview
Psychoanalytic Theories, Developmental Theories, Neuropsychological
Theory, Risk for Disorders

Freud, A. (1963) The concept of developmental lines. *Psychoanalytic Study of
the Child*, 18: 245-265. (PEP)


Disorder*. In E. J. Mash and R. A. Barkley. *Child Psychopathology*, NY:
Guilford Press. Pg 457-491

Systems Perspective*. In E. J. Mash and R. A. Barkley. *Child Psychopathology
N. Y.: Guilford Press*, Pg 3-60.

Quarterly, LI* Vol. 51, pg. 612-635. (PEP)

CLASS #2 6/24  Attachment, Trauma and Abuse,

*Fonagy, Peter and Target, Mary. (2002) Early Intervention and the
(PEP)

*Siegel MD, Daniel J. (2001) *Toward an Interpersonal Neurobiology of the
Developing Mind: Attachment Relationships, Mindsight, and Neural Integration.

*Teicher, M. (?) *Wounds That Time Won’t Heal: The Neurobiology of Child
Abuse*. The Dana Forum on Brain Science, Pg. 50-67.


author.

*McLoyd, V. (1990) *The Impact of Economic Hardship on Black Families and


CLASS #3  7/1  Latency, Disorders of Regulation of Affect, Mood, Attention


Waddell, Chapter 6, Latency


*DeGangi, Chapter 1, Self regulation in children and infants, 2-33, attentional problems, 241-277, and sensory processing problems, 283-331.


CLASS #4  7/15  Adolescence


*Kernberg, et.al. Part IV The Borderline Personality Organization. pg 131-224


CLASS #5  7/22  Special Topics: Gender Identity, Suicidality, Substance Abuse


Kernberg, et.al. Part V The Psychotic Personality Organization. 225-258