Part II

Paper guide for the academic year 2015-2016

PBS 8 – Development and Psychopathology

Paper Contacts

Course Organiser: Professor Claire Hughes

Lecturers / Seminar leaders:

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Outline of the Course

Student Learning Objectives
- To understand advanced discussions of research and theories in contemporary developmental and clinical psychology.
- To develop intellectual skills in the critical analysis and evaluation of empirical research.
- To develop oral and written communication skills through discussion in supervision and essay writing.
- To develop IT skills through the use of on-line bibliographies and word-processing.

Course content

This paper aims to provide students with a sound knowledge of contemporary and clinically salient topics in developmental psychology and the main areas of debate within this field. It builds on the foundation established in PBS 3.

Combining both broad brushstroke and more specifically focused work the first module will present conceptual advances and controversies in the literature on risk and resilience, with a more detailed look at one specific and critical stage in development: the perinatal period. The case of prematurity is used to illustrate the mechanisms that contribute to variation in outcomes following adversity;
likewise pre- and post-natal factors are considered to illustrate the interplay between biology and development.

A clear conclusion to emerge from this work on early infant development is the importance of relationships. The second module for Michaelmas provides a more comprehensive overview of children’s relationships – with parents, with siblings and with peers. This module will provide compelling examples of the importance of adopting a developmental perspective (e.g., by considering intergenerational effects) and integrating work on typical and atypical groups (e.g., considering the impact of disability or disorder on family relationships).

In lent term we review how children’s close relationships –both within and outside the family - can shape their development and social adjustment. The first module is devoted to externalizing problems. The first two of these lectures extend the relationship perspective developed in the previous module to consider the impact of incarceration on family life as well as family influences on conduct problems. The next two lectures focus on bullying and conduct problems (including an overview of anti-bullying interventions at school and family-based clinical interventions to reduce externalizing problems). The second module shifts the spotlight to internalizing problems. This module opens with two lectures about emotional development and an outline of key conceptual and methodological challenges. Next, a clinical perspective is used to discuss the rising problem of depression and self-harm in young people. This is followed by a theoretical and clinical overview of anxiety disorders in childhood and adolescence, concluding with a lecture and seminar on interventions.

**Mode of teaching**

The paper is taught primarily through lectures, with a handful of seminars to consolidate students’ skills in oral discussion of journal articles. Most of the lectures will be given by the paper co-ordinator, Prof Claire Hughes (Centre for Family Research (CFR), ch288@cam.ac.uk), but the paper also includes an exciting mix of lectures given by other academic staff within and outside the university as well as by a practising clinical psychologist (see below for names, affiliations and email addresses). Each term, the lectures are arranged as two modules with one reading week at the end of Michaelmas term: The first week includes an introductory session that will include both practical arrangements (e.g., re supervisions) and a general overview of the paper and its organization.

**Mode of assessment**

The paper is examined by one three-hour unseen examination. Section A of the exam will cover social psychology and section B will cover developmental psychology. The exam will consist of 3 one-hour essays. Students will be required to complete at least 1 essay from each section—with the third essay allowed to come from either section A or B.

**Lecture Locations and Time**

**When:** Most of the lectures for this paper will take place at 2-3pm on Mondays and 11-12 on Fridays, some of the teaching from guest lecturers will be delivered in 2-hour slots: Friday 11-1pm or Monday 1-3pm (please feel free to bring sandwiches if needed!).

**Where:** The Department of Psychology Ground Floor Lecture Theatre.
Michaelmas Module 1: Risk and resilience – from babies to across generations

Week 1: Risk and Resilience – hot topics

Mon 12th October, 1-2pm Claire Hughes Introduction and overview
Mon 12th October, 2-3pm Claire Hughes Focus on the pre and post-natal period

Week 2: Prematurity

Friday 16th October 11-12: Claire Hughes Causes and Consequences of prematurity
Monday 19th October, 2-3pm: Marisol Basilio Prematurity and Parenting

Week 3: Across generations

Friday 23rd October, 11-12, Claire Hughes Orchids and Dandelions – a critical view
Monday 26th October, 2-3pm: Claire Hughes Seminar: Soft Developmental Mechanisms

Michaelmas Module 2: Perspectives on relationships

Week 4: Parent-child relationships

Monday 2nd November: 1-2pm: Judi Walsh From toddlers to teenagers
Monday 2nd November: 2-3pm: Judi Walsh Intergenerational stability in parenting

Week 5: Sibling relationships

Friday 6th November, 11-12: Naomi White Sibling relationships from cradle to grave –
Friday 6th November, 12-1pm: Naomi White Seminar: Cross cultural perspectives

Week 6: The impact of children on their families

Friday 13th November, 11-12 Debra Potel Child Disorders and Family Wellbeing
Monday 16th November, 2-3pm: Claire Hughes Impact of disability on siblings

Week 7: Peer Relationships

Friday 20th November, 11-12: Claire Hughes Friends and peers as sources of risk and resilience
Monday 23rd November, 2-3pm : Keri Wong Seminar: Cross-ethnic friendships
Lent term Module 1: Contextualized and clinical approaches to antisocial behaviour

Week 1: Antisocial behaviour in context
Monday 18th January, 1-3pm (note 2 hours) - Caroline Lanskey Incarceration and Families

Week 2: Bullying
Friday 22nd January, 11-12: Claire Hughes Bullying - a relationships perspective
Monday 25th January, 2-3pm: Maria Ttofi Interventions to reduce bullying –

Week 3: Conduct problems: Cognitive and Clinical Perspectives
Friday 29th January, 11-12: Claire Hughes Links with ToM, EF and CU traits
Monday 1st February, 2-3pm: Maria Ttofi Family interventions

Week 4: Antisocial behaviour: Developmental perspectives
Friday 5th February, 11-12, Claire Hughes A life-span perspective
Monday 8th February, 2-3pm: Claire Hughes Aggression across generations

Weeks 5-8: Developmental and clinical perspectives on internalizing problems

Week 5: Emotion
Friday 12th February, 11-1: Elian Fink Emotion: across the life-span
Friday 12th February, 12-1: Elian Fink Emotion: across generations

Week 6: Clinical perspectives on Emotional disorders
Monday 22nd February, 1-2pm: Paul Wilkinson Depression
Monday 22nd February, 2-3pm: Paul Wilkinson Self Harm

Week 7: Anxiety: Theory and Clinical perspectives
Monday 29th February, 1-2pm: Veronika Dobler Theories and findings
Monday 29th February, 2-3pm: Veronika Dobler Interventions

Week 8: Interventions
Friday 4th March 11-12pm: Debra Potel Interventions in the context of comorbidity
Friday 4th March 12-1 Debra Potel Group discussion on clinical insights and challenges
Module 1: Risk and Resilience

Overview
Often theorists and researchers become very narrow in their focus. In this module we attempt to take a step back in order to see the bigger picture, which often includes a complex interplay between various factors (related to the child, the family and the wider community). The first lecture in this module will outline recent theoretical advances in this field that hinge on the use of sophisticated statistical approaches. These allow one to model the cumulative nature of risk and the combination of factors (typically those that promote healthy relationships) that serve to promote resilience. The topic of risk and resilience also provides many excellent examples of the close interplay between method and theory – beginning with the shift from retrospective to prospective work leading to a change in focus, from vulnerability to resilience (i.e., from victim to victor). One key distinction for students to grasp is that between ‘mediation’ and ‘moderation’. The former concerns questions of how factors influence outcomes – what carries or ‘mediates’ this influence? The latter concerns questions of who is affected by a particular risk factor, or what contextual factors amplify or attenuate a particular risk. Typically, moderators are ‘distal’ factors (e.g., age, gender, SES, IQ) while mediators are ‘proximal’ factors (e.g., hostile attribution bias, parenting, emotional control). Logically however, it is possible for a factor to be both a mediator and a moderator!

The perinatal period
Recent research has generated numerous exciting findings regarding pre-, peri- and post-natal factors that contribute to variation in children’s developmental trajectories. These range from biological risk factors (e.g., fetal exposure to alcohol, nicotine or other drugs) to more social risk factors (e.g., parental psychopathology in the postnatal period). Ideas that will be discussed in this lecture include Barker’s fetal programming hypothesis, the importance of timing as well as chronicity of gestational exposure to risk factors and the interplay between infant and environmental characteristics as predictors of child outcomes.

Prematurity
Prematurity provides a perfect cameo illustration of the complexity of factors that determine individual differences in children’s risk and resilience. The two lectures in this mini-module will summarize what is known of the prevalence, origins and outcomes of premature birth as well as presenting an overview of the challenges that premature birth poses to parents and the implications for policy and interventions.

Orchids and dandelions
Advances in genetic studies over recent years have helped researchers to recognize that factors that make a child susceptible to negative influences may also increase the likelihood of that child responding positively to supportive interventions. That is, some children are more ‘permeable’ (rather than more vulnerable) than others – this difference is captured in the terms ‘orchid’ and ‘dandelion’ to describe different groups of children. While this metaphor is a powerful one, it is also over-simple in many respects and encourages a narrow focus on individual traits as predictors of resilience, which may lead to important contextual factors being overlooked. The problems with this botanical metaphor will be discussed and elaborated upon in a seminar that takes a look at evolutionary perspectives on this issue.

Module 2: Relationships within and outside the family

Family processes and the intergenerational transmission of risk:
This lecture focuses on parent-child relationships and factors that can negatively affect child outcomes. It will begin by outlining Baumrind’s typology of different parenting styles and move on to examine how different dimensions of parenting can have a negative (and positive) impact on children’s development. It will examine factors that can have a detrimental impact on parenting by
focussing on marital conflict and how different dimensions of conflict can cause risk to the child. Finally, the lecture will look at intergenerational continuity, again focusing on family processes and on factors that may break the intergenerational transmission of risk.

**Sibling relationships: from cradle to grave.**
The sibling relationship is typically an individual’s longest-lasting close relationship yet has been overlooked by researchers relative to the large literature on the parent-child relationship. This lecture will take a life-span perspective of the sibling relationship to encompass research about becoming a sibling, and sibling interactions in childhood, adolescence and adulthood. Our discussion will have to main aims: (i) to explore key features of sibling relationships in different life stages and examine continuity and change in relationship quality, and (ii) to examine how variation in sibling relationship quality is linked to individuals’ social and behavioural adjustment throughout the lifespan. A key theme of the lecture will be *heterotypic continuity*. That is, although the behaviour exhibited in sibling interactions may change dramatically as children grow older, variation between sibling dyads in the quality of their relationships is typically quite stable. Most sibling research has been conducted with White ethnic majority families living in the USA, UK or Europe. In the seminar, we will expand our discussion of sibling relationships to consider how culture shapes the roles siblings play in family life.

**The impact of children on their families**
The previous lectures in this module discussed family influences on children’s development. The next two lectures consider the other side of the coin – how children affect their families. The first lecture considers the clinical literature on how childhood psychiatric disorders affect family life. The second lecture is focused on the growing literature on how childhood disabilities can affect siblings – discussing the mechanisms that mediate this risk as well as moderating influences (e.g., type of disability, age of child, socio-economic status).

**Friendships and Peer Relationships as sources of support and of risk**
In PBS 3, we discussed both developmental changes and the influences upon individual differences in children’s relationships with other children. Building on this literature, this lecture examines the consequences of individual differences in these relationships. Are friendships universally protective, or can friendships with deviant peers lead one astray? If the latter, what are the mechanisms involved in this process of ‘deviancy training’? This field is complex, as closely related constructs such as friendship and popularity are often measured in very different ways, making it difficult to compare their relative salience.

In the seminar, we follow on from the discussion of cross cultural research on sibling relationships by discussing recent research on the effects of cross-ethnic friendships on children’s social adjustment. This is a topic of rising interest as classrooms around the world are becoming increasingly multicultural.

**Module 3: Contextualized and clinical approaches to antisocial behaviour**

**Prisoners and their families**
For many years there was little awareness of the problems many children faced as a consequence of parental imprisonment and they were referred to as ‘hidden’ or ‘silent victims’ of crime. However in the US and the UK in parallel with the rise in incarceration rates, increasing research attention has been directed towards this group of young people and understanding the impact of having a parent in prison. This is not a straightforward task as it is difficult to disentangle the influence of parental
imprisonment from other influences on children’s development. Is there a difference between maternal and paternal incarceration? Are children of different gender, ages, ethnicity affected differently? What role do prior family relationships play? Are there noticeable changes over time? This lecture reflects on these and other questions that are engaging researchers in the field and the answers they are coming up with.

**Bullying**

In the first lecture we discuss contemporary research on bullying. Are bullies ‘social oafs’ or deviant social manipulators? Or is this individually-oriented perspective fundamentally inappropriate for investigating group-based interactions? In the second lecture we discuss contemporary research on bullying interventions. Different intervention strategies, their merits and problems will then be addressed. Should anti-bullying strategies be part of early intervention research and why? What intervention strategies can best tackle this problem behaviour?

**Conduct Disorder**

This set of four lectures aims to provide a broader, integrative perspective on the problems shown by children with DBD. In response to changes in diagnostic criteria in DSM V, recent research into callous and unemotional traits is covered, alongside cognitive studies of impairments in theory of mind and executive function in children with DBD. This is followed by a lecture on family interventions to reduce externalizing problems in children. The next two lectures adopt a developmental perspective, examining both age-related effects (e.g., normative age-related shifts in levels of aggression, heterotypic continuity in individual differences) and generational effects – including effects of genetic factors, adverse environmental influences (both within and outside the family) and transactional effects such as coercive cycles of violence.

**Module 4: Emotions and Internalizing problems**

**Emotion: across age groups and across generations**

The first lecture will briefly explore methods and historical perspectives on emotion research in child development, before focusing on emotion expression and emotion expression understanding in infancy, emotion regulation and empathy in toddler and preschool-aged children and, finally, emotion understanding (i.e., an understanding of the situational determinants of emotion) and moral emotions in school aged children and beyond.

The second lecture will explore emotions across generations by focusing on the manner in which parents socialise emotions within the home, including caregiver sensitivity, caregiver responses to child’s expressed emotions, caregiver discussion of emotion and overall family expressiveness. Finally, this lecture will briefly examine cultural differences in emotion socialisation.

**Depression**

Depression is more than feeling sad. It is an illness, with emotional, biological, cognitive and physical symptoms and causes significant functional impairment. This lecture will focus on depression in adolescents, a particularly important time, as functional impairment at this crucial developmental stage leads can lead to permanent impairments in social and educational function.
The lecture will cover diagnostic issues, aetiology (biological, psychological and social) and treatment. As part of this, the lecture will discuss genetic and environmental risk factors and the interplay between genes and environment.

**Self-harm**
Self-harm is a common behaviour, especially in adolescents. People self-harm for a variety of reasons, including suicide attempts, reducing distressing affects, and to communicate distress. There is current international controversy as to whether suicidal and non-suicidal self-harm should be distinguished. This lecture will discuss the functions and epidemiology of self-harm; the relationship between self-harm and mental illness; the long-term outcomes; the similarities and differences between suicidal and non-suicidal self-harm; and the treatment of self-harm.

**Interventions for Internalising Problems: DP**
This lecture will focus in on the assessment and treatment of children and adolescents presenting with anxiety, looking at:
- how anxiety can show at different ages
- use of assessment to identify the key issues generating anxiety
- the value of targeted and highly individualised packages of care
- approaches to its treatment at different stages in development

We will look at
- how behavioural, cognitive behavioural, and attachment based interventions can be combined to bring about change
- the value of recruiting parents as key participants in bringing about change, especially via adjusting interactions to enhance attachments and enable secure base scripts to replace insecure ones.
Supervision Arrangements and Essay Titles

Supervision is essential for this paper and students should expect to cover 6-7 topics from across the paper. The Course Organiser will present supervision arrangements for this paper at the introductory lecture on the 12th October, which all students must attend.

Risk and Resilience

1) What are the promises and pitfalls of research on rats for understanding risk and resilience in children?

2) How useful are ‘orchids’ and ‘dandelions’ as metaphors for differential susceptibility?

3) Why are studies of pre- and peri-natal risk factors important needed to elucidate the mechanisms that underpin individual differences in risk and resilience?

Prematurity

1) How should variability in outcomes associated with premature birth be explained?

2) What are the challenges facing parents of premature infants and how should these be addressed?

Parenting

1) Is Baumrind right that ‘parents create their children psychologically’?

2) ‘When it comes to parenting, history repeats itself’. Discuss.

3) “I blame the parents”: Discuss

Siblings

1) Why is a developmental perspective useful in understanding sibling relationships?

2) Explain how siblings can help or hinder children’s social or cognitive development

3) From peas in a pod to chalk and cheese: Why do sibling relationships show such striking variability?

Peer relationships

1) In what circumstances might a close relationship with a friend increase rather than minimise risks of poor outcomes?

2) Why is it difficult to tease apart effects of friendship and popularity on child outcomes?

3) Why might a developmental perspective be needed when considering the impact of peers on children’s development.
4) How might cross-racial/ethnic friendships affect children’s social adjustment?

**Prisoners and their families**

1) What are the known effects of parental incarceration on children?

2) What are the methodological challenges faced by researchers investigating the impact of parental incarceration on children?

**Bullying**

1) Compare and contrast cognitive and social accounts of bullying in childhood

2) Why are bully victims of such concern to educationalists and mental health professionals?

3) How might research on bullying inform interventions?

**Conduct Disorder**

1) Compare the cognitive and social mechanisms underlying antisocial behaviour

2) Can you have a ‘theory of nasty minds’?

3) How does recent work on callous and unemotional traits contribute to our understanding of conduct disorder?

**Emotion**

1) What are the key developmental changes in children’s emotional experiences and competencies and how should they be explained?

2) How do parents impact the emotional development of their children and how does this change with development?

**Depression**

1) Which are more important in conferring risk of depression – genetic or environmental factors?

2) The 2005 UK NICE guidelines on treatment of depression in children and adolescents recommend that the first line treatment for moderate to severe depression should be a specific psychological therapy (individual cognitive behavioural therapy [CBT], interpersonal therapy or shorter-term family therapy). What are the problems with these recommendations?

3)

**Self Harm**

1) Why do people harm themselves?
2) Should we distinguish suicidal from non-suicidal self-harm?

3) Self-harm often stops spontaneously in late adolescence/early adulthood. So why do we worry about it?

4) A teenager tells her teacher she has been self-harming. How should the teacher respond? What treatments may help the teenager?

Anxiety
1) How should between-child variation in levels of anxiety be explained?

2) Why does anxiety show intergenerational stability?

3) Should we worry about childhood anxiety? If so, how should we respond?

Interventions
1) Have interventions to reduce either externalizing or internalizing problems helped to elucidate the key mechanisms involved?

2) What factors influence the success of interventions to reduce either externalizing or internalizing problems?
Readings

Each lecturer on the course provides readings relevant to the particular topics that he or she covers. These are presented below. Individual lecturers and supervisors as appropriate may provide additional, more specialised references.

Readings for Seminars

Monday 26th October (CH)

Bjorklund, D.F., & Ellis, B., Children, childhood and development in evolutionary perspective
*Developmental Review*

Friday 6th November (NW)


Monday 23rd November


Essay Reading lists

Please note that these are very variable in length – if the list is short, it is probably just a set of introductory reviews and should be followed by independent reading of papers about specific studies. If it is very long, do NOT feel obliged to read each paper, but rather choose papers that correspond to your particular essay question / interests.

Reading for Risk and Resilience – General overview:


**Reading for Pre and peri-natal risk**


**Readings for prematurity**


Treyvaud, K. (2014). Parent and family outcomes following very preterm or very low birth weight birth: A review Seminars in Fetal and Neonatal Medicine, 19, 131-135


Reading for Parent Child Relationships
General references / reviews:


Individual papers:


**Reading for sibling relationships**


**Reading for Peer relationships**


Reading for Siblings of Children with Disabilities


Reading for Peer Rejection


Bolger, K.E., Patterson, C.J. (2001) Developmental pathways from child maltreatment to peer rejection, Child Development, 72, 549-568.


Prisoners and their families


**Reading for Bullying – Prof Hughes**

*Useful review papers:*


*Useful individual papers on bullying*


Reading for Bullying – Dr Ttofi:


**Readings for Conduct Disorder**

*Callous and unemotional traits*

Note – I’ve included some recent short papers that are replies to other articles – to give you a few ideas about how to critique / question papers that you read.


CD & Gender


**Conduct Disorder and ToM**


**Reading for Emotion lectures**


Main, M., & George, C. (1985). Responses of abused and disadvantaged toddlers to distress in

Reading for Depression


**Reading for Self harm**


Reading for Anxiety


Reading for Debra Potel’s lectures

Fundamental principle of attachment and secure base scripts:
ISBN: 0465005438


Books to give a feel of different theoretical perspectives to conceptualising and treating difficulties:

i) Core reference book
ISBN: 063202822X

ii) Psychoanalytic perspectives
ISBN: 0415215102, 0415215110 (pbk)

ISBN: 0715627945
iii) Systemic perspectives


iv) Behavioural perspectives


v) Cognitive behavioural perspectives