Psychology 761: Special Topics in Clinical Psychology

DEVELOPMENTAL ANTECEDENTS OF INTERNALIZING DISORDERS

Spring, 2003
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Office Hours: Thurs. 10:30 - 1:30

Room: 748 Weiss Hall
Time: Thurs. 1:30 - 4:30

Course Description:

The course will review a broad range of concepts, research, theory, and methodology in the field of developmental precursors to a group of disorders known as “internalizing disorders” (mood, anxiety, and eating disorders). We will study the developmental psychopathology of the internalizing disorders from multiple perspectives. The topics were chosen to be of interest to the students registered for the course. The major goal of the course is an appreciation of some of the issues in the development of mood, anxiety and eating disorders, development of the ability to think clearly about these issues, and the chance to engage in more in-depth discussion of these disorders.

Prerequisite:

Permission of professor.

Teaching Method:

The course is designed as a seminar format. Each student will serve as presenter and discussion leader for one class meeting. Presenters/discussion leaders will do all of the reading on their chosen topic, as well as extra readings on that topic, so as to become more of an expert on this topic. They will present the major issues, findings, and controversies on their topic and then be responsible for organizing and leading the discussion for the remainder of the class period. All students (except the presenter/discussion leader for the week) will write two discussion questions for each class meeting. These discussion questions should be given to Dr. Alloy and the student presenter/discussion leader by 10 AM on the Wed. before each class (you can send them by email or turn in a hard copy).

Evaluation:

In addition to your in-class presentation/discussion leader stint, a research paper is due by May 1 (or any time before). Course grades will be based on three criteria: (1) participation in class discussion and weekly discussion questions (25%); (2) your in-class presentation/discussion leader stint (25%); and (3) an original, research paper (50%). The research paper must be on a topic related to developmental antecedents of internalizing disorders, but it doesn’t have to be on one of the topics actually covered in class. The research paper can take either of two forms, whichever would be most useful to you: a) a research grant proposal in the form of an F-31 grant application; or b) a conceptual literature review of an area in the form of a Psych. Bull., Psych. Review, or Clinical Psych. Review article. The research paper may be a paper that you are also using to fulfill other program requirements (e.g., actual F-31 grant you’re working on, dissertation literature review, prelim. paper, or other journal article you are working on). Please have your research paper topic approved by me before proceeding with it.

Readings:

Please read as many of the readings on the attached list for each week as you are able to. Presenters/discussion leaders for each week should read all of the readings for that week, as well as some extra. I have tried to keep the readings for each week down to a reasonable amount.

Discussion Topics
January 23 - Overview of Course/Organization of Presenters

I. Overview of Developmental Pathways to Internalizing Disorders
   January 30 - Developmental Precursors of Depression, Anxiety, and Eating Disorders
   Presenter/Discussion Leader:

II. Emergence of Gender Differences in Internalizing Disorders During Adolescence
   February 6 - Emergence of Gender Differences in Depression: Mechanisms
   Presenter/Discussion Leader:
   February 13 - Emergence of Gender Differences in Eating Disorders: Mechanisms
   Presenter/Discussion Leader:

III. Role of Parenting and Attachment in the Development of Internalizing Disorders
   February 20 - Parenting and Attachment in Anxiety Disorders
   Presenter/Discussion Leader:
   February 27 - Parenting and Attachment in Depression
   Presenter/Discussion Leader:
   March 6 - Parenting and Attachment in Eating Disorders
   Presenter/Discussion Leader:
   March 13 - Spring Break

IV. Role of Early Adversity in the Development of Internalizing Disorders
   March 20 - Early Loss and Maltreatment in Depression
   Presenter/Discussion Leader:
   March 27 - No Class
   April 3 - Early Adversity and Maltreatment in Anxiety and Eating Disorders
   Presenter/Discussion Leader:

V. Role of Individual Vulnerabilities in the Development of Internalizing Disorders
   April 10 - Genetics and Temperament in Internalizing Disorders
   Presenter/Discussion Leader:
   April 17 - Low Perceived Control and Threat Cognitions in Anxiety Disorders
   Presenter/Discussion Leader:
   April 24 - Negative Cognitive Styles in Depression
   Presenter/Discussion Leader:
   May 1 - Body Dissatisfaction, Perfectionism, and Perceived Control in Eating Disorders
   Presenter/Discussion Leader:
   May 1 - Research Paper Due
Readings

January 23

None.

January 30


February 6


February 13


February 20


February 27


March 6


March 13

None.

March 20


March 27

None

April 3


April 10


April 17


April 24


May 1


