

## **Multiple Risk and Resilience in Children and Adolescents**

### **Objectives**

The objective of the seminar is to acquire knowledge of multiple risk and protective factors that contribute to the adjustment of children and adolescents. Implications for adulthood will also be reviewed. The objectives will be achieved through the primary literature, lecture, and discussion. Historical references and allusions to popular culture will enlarge the discussion.

### **Participant Requirements and Grade Assignments**

*Reaction Papers:* Seminar participants are required to write weekly 1-2 page papers that are reactions to the assigned readings. These are due no later than noon on the Monday preceding the Wednesday seminar in Professor Barocas' King Hall mailbox. No e-mail; hard copies only and no papers will be accepted after the deadline. Papers may be completed before the deadline and placed in the mailbox. All papers will be returned to students so that they are available for seminar discussion.

*Oral Presentations:* Each participant will make an oral presentation on a topic selected from the risk/resilience literature. No term paper is required, but a brief meeting with Professor Barocas is required in which the strengths/weaknesses of the presentation will be discussed and a grade awarded.

A brief outline and the bibliography are to be distributed to seminar participants at the time of the presentation. The presentation may not exceed 30 minutes.

*Mid-term Examination:* An in class examination in which the participant will be provided with clinical case materials and required to offer a conceptualization of the case that focuses on implications/applications of prevention/intervention derived from readings and discussion.

*Final Examination:* A final examination will be in a take-home format. Participants are to work independently and are not to consult their notes or the literature.

*Grade Assignment:* Reaction papers will be graded on an A-F scale. They will constitute 20 percent of the final grade. The presentation, also graded on the A-F scale, will contribute 20 percent of the final grade. Thirty percent will be derived from the Mid-term examination and the remaining 30 percent from the Final Examination. These, too will be graded on the same scale.

## Seminar Schedule and Agendas

### **1/25/06 Introduction to seminar**

Lecture: Overview of sociocultural, family, and individual contexts of development; comments on methods of inquiry, risk/resilience for what?

Assignment: Presentation topics and reaction papers to be in my King Hall mailbox by Noon January 31, 2006.

Rutter, M. (2005). How the environment affects mental health. The British Journal of Psychiatry, 186, 4-6.

U.S. Department of Health and Human Services. (2001). Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General—Executive Summary. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

<http://www.surgeongeneral.gov/library>

### **2/1 Sociocultural Contexts Continued**

Reaction paper discussion.

Lecture: Historical overview of sociocultural contexts.

Assignment:

Hunt, D. J., Morland, L., Barocas, R., Huckans, M., & Caal, S. (2002). Understanding, preventing, and treating problem behaviors among refugee and immigrant youth. Refugee Mental Health Program, Substance Abuse and Mental Health Services Administration (SAMHSA), Department of Health and Human Services, Bethesda, MD.

### **2/8 Sociocultural Contexts Continued**

Reaction paper discussion.

Presentations.

Lecture: Historical overview continued.

Assignment:

Harris, K. M., Gordon-Larsen, P. Chantala, K., & Udry, J. R. (2006). Longitudinal trends in race/ethnic disparities in leading health indicators from adolescence to young adulthood. Archives of Pediatric and Adolescent Medicine, 160, 74-81

## **2/15 Family Contexts**

Reaction paper discussion

Presentations.

Lecture: Conceptions of Childhood; The Functions of Children--Identity by Proxy, Parental Legacies of Fame and Infamy and Identity fabrication.

Assignment:

Fiese, B. H. & Spagnola, M. (2005). Narratives in and about families: An examination of coding schemes and a guide for family researchers. Journal of Family Psychology, 19, 51-61.

## **2/22 Family Contexts Continued**

Reaction papers discussion.

Lecture: The Functions of Children continued.

Presentations

Assignments:

Cicchetti, D. & Toth, S. (2005). Child Maltreatment. Annual Review of Psychology, 1, 409-438

## **3/1 Family Contexts Continued**

Reaction papers discussion

Presentations.

Lecture: Family cultural endowments

Assignments:

Gorman-Smith, D. & Loeber, R. (2005). Are developmental pathways in disruptive behaviors the same for boys and girls? Journal of Child and Family Studies, 14, 15-27.

Cannon, T. D. (2005). Clinical and genetic high-risk strategies in understanding vulnerability to psychosis. Schizophrenia Research, 79, 35-44.

### **3/8 Individual/Biological Contexts**

Reaction papers.

Presentations

Lecture: Biological endowment: Temperament and the cards we're dealt.

### **3/15 SPRING BREAK**

### **3/22 Mid-term Examination**

*Film*: Freaks (1932)—Reaction paper for 3/29 Seminar is to be based on the film.

### **3/29 Individual/biological contexts**

Reaction Papers.

Presentations.

Lecture: Biological endowment, atypical development, and adjustment

Assignment: Hirshfeld-Becker, D. R., Biederman, J., Caltharp, S., Rosenbaum, E.D. et al., (2003). Behavioral inhibition and disinhibition as hypothesized precursors to psychopathology. Biological Psychiatry, 53, 985-999.

### **4/5 Biological, Family, and Social Contexts**

Lecture: Atypical development and adjustment continued.

Reaction papers.

Baron-Cohen, S. (2005). New theories of Autism: Hyper-systemizing and assortative mating. Medscape Psychiatry & Mental Health, 10, (2). <<http://medscape.com/viewarticle/518354>>

Moffit, T. E. Caspi, A., & Rutter, M. (2005). Strategy for investigating interactions between measured genes and measured environments. Archives of General Psychiatry, 26, 473-481.

#### **4/12 Biological, Family, and Social Contexts**

Lecture

Reaction papers.

Dickstein, S. Seifer, R. Albus, K.E. Magee, K.D. (2004). Attachment patterns across multiple family relationships in adulthood: Associations with maternal depression. Development and Psychopathology, 16, (3), 735-751.

#### **4/19 Biological, Family, and Social Contexts**

Lecture: Atypical development and adjustment continued.

Reaction papers.

Mineka, S. & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. American Psychologist, 61, (1) 10-26.

#### **4/26 Biological, Family, and Social Contexts**

Lecture: Review

Reaction papers.

Assignment

Samerof, A. J. & Mackenzie. M. J. (2003). Research strategies for capturing transactional models of development: The limits of the possible. Development and Psychopathology, 15, 613-640.

#### **5/3 Last Day of Seminar**

Reaction papers

*Film:* Crumb\_(1994). There will be no discussion. Film reaction will be evaluated on the final examination.