



St. Jerome's University
Department of Psychology

PSYCH 317 - Winter 2008
The Emotionally Disturbed Child

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Office Hours: Tuesdays & Thursdays
▶ 11:30 a.m. – 12:00 p.m.
▶ 4:00 p.m. – 5:00 p.m.
▶ Or by appointment

Correspondence:

- ***It is best to contact me via email or to come see me in person during office hours.***
- Students using email to contact me **must** include: course code in the subject line; first & last name and student number in the body of the email; and a greeting and salutation (please do not address me with “hey”)
- *Email messages: If you do not hear back from me within 48hours (excluding weekends), please resend your message.*

Class Times: **Wednesdays, 6 p.m. to 8:50 p.m.**
Location: **STJ Room 3014**
TA: Melissa Howard, email: mhoward@uwaterloo.ca
Office Hours: TBA

Required Text: ***PSYCH 317 Course Package:*** available Kinko's (University Plaza, University Ave.); estimated cost of course package is approximately \$50.00 (incl. taxes).

Additional/Optional Resources (Writing Guides):

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th Ed.). Washington, DC: Author.

Corville-Smith, J., & Ryan, B. A. (2003). *A style manual for writing in the social and biological sciences* (4th ed.). Guelph, ON: Department of Family Relations and Applied Nutrition, University of Guelph.

The Corville-Smith and Ryan (2003) manual is a distillation of the style guidelines employed in the American Psychological Association Publication Manual. A copy of this manual is available from the Department of Family Relations and Applied Nutrition website, University of Guelph. You may use the following URL to take you directly to the download site:
<http://www.family.uoguelph.ca/page.cfm?id=52>

COURSE DESCRIPTION:

Psychology 317 is designed to introduce students to the major clinical disorders and problems occurring during childhood and adolescence. Class discussions will provide coverage of selected topics relating to various types of developmental psychopathology, including:

- disorders of behaviour (attention-deficit hyperactivity disorder, oppositional defiant disorder and conduct disorder)
- disorders of emotion (anxiety and depression)
- developmental (autism and asperger's syndrome)
- problems related to physical and mental health (health related disorders and eating disorders)
- problems related to family disturbances (child abuse and neglect)

LEARNING OBJECTIVES:

At the end of this course, students will have an understanding of:

- basic characteristics and determinants of developmental psychopathology in children
- current conceptual frameworks for defining and understanding developmental psychopathology in children
- approaches to classification, diagnosis and assessment
- conceptual issues associated with the study of child psychopathology
- current research findings on various types of child psychopathology
- current approaches to intervention and prevention and their effectiveness

COURSE COMPONENTS AND EVALUATION:

The course will consist of the following components and evaluation system:

- | | |
|----------------------|-----|
| ➤ Test #1 (in-class) | 25% |
| ➤ Test #2 (in-class) | 25% |
| ➤ Test #2 (in-class) | 25% |
| ➤ Article Critique | 25% |

In-Class Tests (75% total)

Each test will be conducted during class time (at the dates indicated on the class schedule); there is no final exam for this course. A variety of testing formats may be used, for example: multiple choice, short answers, and/or a brief essay. Formats will be discussed in class. Exam questions will come from assigned readings, lectures (including in-class movies), and class discussions.

Test will only be rescheduled under very limited conditions; it is your responsibility to read and abide by the following:

1. You must notify me prior to the test if you are unable to write at the scheduled time due to medical or religious circumstances (or at minimum the day of the test). Students who fail to do so will receive a grade of ZERO on the test.
2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests*) in order to have a test rescheduled.
3. Rescheduling is at the discretion of the course instructor. Verification of Illness Form dates will weigh heavily in this decision (i.e., do not expect to write a make-up test one week after your verification of illness form has expired). Tests will typically be scheduled within 2 days of the date on the form.

Article Critique (25%)

The criteria for the article critique are in your Course Readings Package. Note that this includes a number of articles for you to choose from (please limit your choice to the articles contained in *Section Four* of the Course Package) as well as some examples of 'how to' critique an article. Please follow the guidelines for content and format.

*This assignment may be completed **individually OR in groups of two**. Note that if you choose to do a group critique, both students in the group will receive the same grade regardless of the division of labour.*

- Maximum length: 6 pages of text (12-pt font, double spaced, 1" margins); this excludes the title page and reference page
- Due: IN CLASS
- Late papers will be deducted 1mark (out of 25) per day, including weekends.
- Quality and scholarship accounts for a substantial portion of the paper. This includes APA format, spelling, grammar, punctuation and paragraph & sentence structure. If a paper is poorly written (many spelling mistakes, grammatical errors and poor paragraph structure), the grade will be significantly affected. I will not be able to evaluate the content if I am not able to read it.

Article Critique Grading Rubric:

Summary of Article: (5pts)

A **brief summary** of the key aspects of the study, including: purpose of study, main hypotheses, research design (e.g., longitudinal, cross-sectional), sample characteristics, process of data gathering (procedure), and main results (about ½ to ¾ of a page should suffice).

Critical Analysis: (12 pts)

- *Analysis:* Depth of analysis (superficial vs. deeper processing), use of critical lens, identification of strengths and weaknesses of article/study, including: sample, design, instrumentation, analyses, conclusions, author(s)' identification of limitations and suggestions for future research, etc.
- You should also consider the relevance of this study in terms of the larger body of research in the area (e.g. How does it contribute to existing knowledge? Is this 'innovative,' 'groundbreaking' research or is it part of a program of research or a body of research in a certain area?)
- *Student's suggestions for future research* (perhaps drawing on gaps in the study itself or in the research domain overall).
- *Application:* Speak to how the results of this study can be used in an applied domain (i.e., for children/youth and those who provide services to children and youth: e.g., parents, teachers, doctors, nurses, therapists/counsellors, etc.).

Writing Style: (8 pts) Structure and flow of argument, paragraphing, sentence structure, spelling, grammar, punctuation AND adherence to APA style formatting only.

OTHER IMPORTANT INFORMATION

UW Policy Regarding Illness and Missed Tests *

The University of Waterloo Examination Regulations (<http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf>) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at http://www.healthservices.uwaterloo.ca/Health_Services/VERIFICATION%20OF%20ILLNESS.html
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Student travel plans are not acceptable grounds for granting an alternative final examination period.

Office for Persons with Disabilities

Students with documented or suspected disabilities (i.e., physical, learning, or sensory disabilities or chronic medical conditions) are encouraged to contact the Office for Persons with Disabilities (OPD) to determine eligibility for their services. OPD is located in Needles Hall 1132, 888-4567 ext. 5082.

Avoidance of Academic Offenses

All students registered in the courses of the Faculty of Arts and its colleges are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their academic actions. Students who are unsure whether an action constitutes an offence, or who need help in learning how to avoid offences (e.g., plagiarism, cheating), or about "rules" for group work/collaboration should seek guidance from the course professor, TA, academic advisor, the appropriate ST. Jerome's departmental Chair, or the Associate Dean for St. Jerome's University. For information on categories of offences and types of penalties, students should refer to Policy #71, *Student Academic Discipline*, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm> If you need help in learning how to avoid offenses such as plagiarism, cheating and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor, the appropriate St. Jerome's departmental Chair and ultimately the Appeals Officer (currently the Associate Dean) for St. Jerome's University. Further information on "*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*" can be found at http://www.arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accordance with Policy #70, *Student Grievance*, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Plagiarism:

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced.

COURSE SCHEDULE:

Although the schedule may change due various factors, every attempt will be made to follow it as outlined below:

DATE	TOPIC	ASSIGNED READINGS
January 9	Introductions to: <ul style="list-style-type: none"> • Instructor • Course Structure and Components • Child Psychopathology 	
January 16	<ul style="list-style-type: none"> ➤ Theories and Causes ➤ Research Methodology (begin) 	Section One
January 23	<ul style="list-style-type: none"> ➤ Research Methodology (finish) ➤ Assessment, Diagnosis and Treatment 	Section One
January 30	Exam 1 (25%)	Section One
February 6	<ul style="list-style-type: none"> ➤ Anxiety Disorders ➤ Video: OCD 	Section Two
February 13	<ul style="list-style-type: none"> ➤ Mood Disorders 	Section Two
February 20	Reading Week – No Lecture	
February 27	<ul style="list-style-type: none"> ➤ Attention-Deficit Hyperactivity Disorder ➤ Video: ADHD 	Section Two
March 5	Exam 2 (25%)	Section Two
March 12	<ul style="list-style-type: none"> ➤ Conduct Disorders 	Section Three
March 19	<ul style="list-style-type: none"> ➤ Pervasive Developmental Disorders ➤ Video: Asperger's Syndrome 	Section Three
	Article Critique Due In Class (25%)	Section Four
March 26	<ul style="list-style-type: none"> ➤ Health Related Disorders and Child Abuse ➤ Videos: Eating Disorders and Child Abuse 	Section Three
April 2	Exam 3 (25%)	Section Three