

**UNIVERSITY OF WATERLOO**  
**Department of Psychology**  
**Child Psychopathology**  
**Psychology 317 – Section 001**  
**Winter 2014**

**Instructor:** Dr. Pamela Seeds  
**Office:** PAS 3040  
**Office Phone:** 519-888-4567 ext. 38132  
**Office Hours:** Wednesday 11:30am-12:30pm\*  
**Class Resource:** LEARN  
**Email:** [pamela.seeds@uwaterloo.ca](mailto:pamela.seeds@uwaterloo.ca)

**Class Days:** Monday/Wednesday      **Time:** 1:00-2:20pm      **Location:** AL 211

**TEACHING ASSISTANTS:**

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<b>Office:</b>	PAS 3202	PAS 3029	PAS 4020
<b>Office Hours:</b>	Friday 2:00-3:00pm*	Monday 9:00-10:00am*	Thursday 11:00am-12:00pm*

\*and by appointment

**EMAIL COMMUNICATION:**

Students are responsible for all e-mail that is sent to the official UWaterloo email address. Check e-mail regularly for important and time sensitive messages. See "[Official Student E-mail Address](#)" for further details (*e.g., procedures and warnings regarding forwarding e-mail to other accounts*).

Please write Psychology 317 in the subject line of all emails to the Instructor and TAs. The TAs and I will make every effort to respond to emails within 48 hours of receiving them. We will not be responsible for checking emails from Friday at 5:00 pm until Monday at 9:00 am. If your question or concern is of an urgent matter, please call me directly in my office at ext. 38132.

**UNDERGRADUATE COURSE CALENDAR DESCRIPTION:**

An examination of children's psychological disorders from several major perspectives with an emphasis on current research findings. Theoretical and clinical issues are considered.

**Prerequisite:** Psychology 211 – Developmental Psychology  
**Antirequisites:** None  
**Time Requirements:** 3 lecture hours per week for 12 weeks (36 hours)  
**Credits:** 0.5/half credit course

## DETAILED COURSE DESCRIPTION:

Psychology 317 is an issues-oriented course with a research and applied emphasis. This course provides a critical examination of developmental psychopathology during childhood and adolescence, with an emphasis on the characteristics of disorders of development, their determinants, outcomes, and interventions. Current theories about research on the disorders and recent trends in intervention and prevention will be emphasized.

Topics will include:

1. **General approaches** to studying child psychopathology
2. **Disorders relating to behaviour** (attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder, conduct disorder)
3. **Disorders relating to emotional disturbance** (anxiety and mood disorders)
4. **Developmental and learning problems** (autism spectrum disorder, intellectual disability, communication and learning disorders)
5. **Problems related to physical and mental health** (eating disorders, health related disorders, substance use disorders)
6. **Problems related to family** (child abuse and neglect).

For each type of developmental psychopathology, we will look at the defining features, associated characteristics, possible causes, theories, research evidence, and current approaches to assessment and treatment. We will consider issues related to risk and resilience processes such as genetic factors, prenatal conditions, child temperament, social/academic adjustment, peer influences, caregiver responsiveness. Where relevant developmental pathways from childhood to early adulthood will be traced, showing the effect of biological, psychological and socio-cultural factors interact in determining outcomes. Youth outcomes are considered broadly and depending on the interplay between factors may be positive (e.g., cooperative, securely attached, good interpersonal functioning, adept problem solving, etc.) or negative (e.g., aggression, insecure attachment, impulsive etc.).

## COURSE OBJECTIVES:

- 1) Acquisition of knowledge about child psychopathology through a critical examination of current issues and research evidence related to:
  - a. different forms of psychopathology
  - b. current conceptual frameworks of pathology in children and adolescents
  - c. approaches to diagnosis and assessment of psychopathology
  - d. methodological issues associated with this area of study
  - e. current evidenced-based approaches to treatment and prevention
- 2) Apply this knowledge by beginning to develop case formulation skills.
- 3) Apply knowledge of child development to an understanding of psychopathology at different ages and stages and across cultures.
- 4) Learn how to read and critically evaluate journal articles in a focused area of psychology.

- 5) Develop skills at synthesizing the information from readings and to present this information in effective written and oral communication.

### READINGS:

You are responsible to complete readings prior to class so that you are best able to participate in class activities and discussions.

**Required Text:** Mash, E. J., & Wolfe, D. A. (2012). *Abnormal child psychology* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.

The text is available at the University of Waterloo Book Store and on 3-hour reserve at the University of Waterloo Dana Porter Library.

Please note that there are many previous editions of this textbook. This course is covering the material from the fifth edition, so please make sure that you are using the correct edition.

There is also a supplement to the text, which outlines the changes from DSM-IV-TR to DSM-5 (which was recently released in May 2013). This will be posted on LEARN, and should also be downloadable with your purchased textbook. ***Students will be expected to know the material covered in the DSM-5 supplement*** in addition to the material from the textbook.

**Articles:** There will be an article assigned for some classes that discuss a specific disorder. All articles will be posted on LEARN.

(See course schedule for when journal article readings are assigned)

1. Ohan, J. L., & Johnston, C. (2007). What is the social impact of ADHD in girls? A multi-method assessment. *Journal of Abnormal Child Psychology*, 35, 39 – 250.
2. Khanna, M. S., & Kendall, P. C., (2010). Computer-assisted cognitive behavioral therapy for child anxiety: Results of a randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 78, 737 – 745.
3. Peterson, C. C., & Siegal, M. (1999). Representing inner worlds: Theory of mind in autistic, deaf, and normal hearing children. *Psychological Science*, 10, 12 – 129.
4. Carpentier, M. Y., Silovsky, J. F., & Chaffin, M. (2006). Randomized trial of treatment for children with sexual behaviour problems: Ten-year follow-up. *Journal of Consulting and Clinical Psychology*, 74, 482-488.

### FORMAT:

Class time will consist of lectures to present core course material, audio/visual presentations, and discussion (as a whole and in groups). The order of these components will vary from class to class. As you undoubtedly know by this time in your studies, you will get the most out of this course by doing the readings and attending class. My lecture style is interactive and my goal is to create an

environment in which you have a chance to apply the material we are covering in the lectures, text, and readings in an active manner.

### LEARN:

Basic lecture slides (with graphics removed) will be posted on LEARN at least one day before each lecture. LEARN will also be used to inform you the next week's article, remind you of important upcoming dates, to provide you with more specific information about written assignments, and to post grades, and to post messages to the class.

### COURSE EVALUATION:

	Lectures/Chapters Covered	Due Dates	% of Grade
Magazine Article Assignment		January 20, 2014	10%
Midterm Test #1	Chapters 1-5, articles, and relevant lecture material	January 27, 2014	20%
Midterm Test #2	Chapters 6-9, articles, and relevant lecture material	March 3, 2014	20%
Final Exam	All chapters, with a strong emphasis on Chapters 10-14, articles, and relevant lecture material.	Date and time TBA by the Registrar's Office (April 8 – 24, 2014)	30%
Research Report		March 24, 2014	20%

#### 1) MAGAZINE ARTICLE ASSIGNMENT – 10% of grade

The goal of this project is to give you experience reading an empirical research article and writing about the importance of that paper for the general public (i.e., lay person). Examples of actual published "headline" articles from magazines (e.g., Scientific American Mind, Today's Parent, Canadian Family, etc.) summarizing the major research findings from recent research literature, along with the original empirical paper, will be posted on LEARN for you to review. You will be responsible for submitting a **250 to 500 word, single page**, 12-pt font news-like magazine article on one of the pre-selected research paper options. This work is to be completed independently (i.e., not collaborative). The format of this assignment is more casual, and may be creatively presented in any format you wish.

You will receive detailed instructions for this component of your evaluation in another document that will be posted on LEARN. The report is due at the beginning of class. Late papers will receive a 5% reduction each day the paper is late (e.g., if your paper is two days late the maximum attainable grade would be 90%). See below for requesting accommodations due to illness or compassionate reasons. **Due Date: January 20, 2014**

- 2) MIDTERM #1 – worth 20% of grade. Based on assigned readings, lectures, films viewed in class, and the textbook. Please note that lecture material includes information presented verbally in class (i.e., you will be tested on more than the information presented in the powerpoint slides). Mixed format (i.e., multiple choice and short answer). **Date: January 27, 2014**
- 3) MIDTERM #2 – worth 20% of grade. Based on assigned readings, lectures, films viewed in class, and the textbook. Please note that lecture material includes information presented verbally in class (i.e., you will be tested on more than the information presented in the powerpoint slides). Mixed format (i.e., multiple choice and short answer). **Date: March 3, 2014**

**I will not provide midterm test re-writes.** If you are unable to write either Midterm because of documented illness or compassionate reasons (see accommodations section below), the Final Exam will be reweighted to comprise 50% of your grade.

- 4) FINAL EXAM – 30% of grade. Based on assigned readings, lectures, films viewed in class, guest speakers, and the textbook. Based on content from **the entire semester** with emphasis on the content covered after the second midterm test. Mixed format (i.e., multiple choice and short answer). **Date: TBA during the final exam period (April 8 to 24, 2014), 2.5 hours in duration**

Only students with documented absences for the Final Exam will have an opportunity to write the test at a subsequent date.

**Note.** Travel plans are not acceptable grounds for granting alternative dates/times for final exams as indicated in the [uWaterloo Examination Regulations](#).

- 5) RESEARCH REPORT – 20% of grade

The goal of this project is to give you experience analyzing research literature and integrating what you are reading with your own ideas and topics we have discussed in class to generate a short paper on a provocative or controversial topic in abnormal development. You will be responsible for submitting a **maximum 8-page**, 12-pt font, double-spaced paper. You will be required to integrate the findings of at least 4 different research papers that have been published since 2000. This work is to be completed independently (i.e., not collaborative).

You will receive detailed instructions for this component of your evaluation in another document that will be posted on LEARN. The report is due at the beginning of class. Late papers will receive a 5% reduction each day the paper is late (e.g., if your paper is two days late the maximum attainable grade would be 90%). See below for requesting accommodations due to illness or compassionate reasons. **Due date: March 24, 2014**

Written work for the research report is expected to be written in formal academic language (i.e., no colloquialism, slang, etc.) and to adhere to APA style. This formatting style will be reviewed briefly in class. For further information please refer to:

American Psychological Association (2009). *Publication manual of the American Psychological Association – sixth edition*. Washington, DC: Author.

## **ACCOMMODATIONS TO COURSE REQUIREMENTS:**

If, on medical, religious, or compassionate grounds, you are unable to write a midterm test or final examination or complete coursework on the scheduled date, please follow the instructions presented here. All issues are dealt with on a case-by-case basis, according to UW and Departmental policies and regulations. You should understand that academic accommodations will not be granted automatically upon request. Please read the instructions below carefully. **In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled assignment, test, or exam.** Instructors are under no obligation to offer more than one opportunity to write a make-up exam.

**Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness** should do the following:

- seek medical treatment as soon as possible and obtain a completed [UW Verification of Illness Form](#).
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor (if provided with documentation) will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course (midterms),  
or
2. provide an extension (research report or magazine article assignment).

**In the case of bereavement**, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

**Students requesting accommodation based on religious or cultural grounds** must contact the Associate Dean of Arts, in writing, by the following deadlines:

- for the final exam: within one week of the [final exam schedule being posted by the Registrar's Office](#)

- for tests or assignments: before the ‘drop – no penalty period’ ends (Friday, January 24, 2014)

The Associate Dean will contact Dr. Seeds to make alternate arrangements.

***The following includes occasions and observances for Winter 2014 that might warrant accommodation on religious/cultural grounds:***

<b>Dates</b>	<b>Religious holiday</b>
Tuesday, January 7	Christmas (Coptic Christian and Eastern Orthodox)
Friday, January 31	Chinese New Year
Friday, March 21	Now Ruz (Islam Ismaili, Baha’i)
Monday, April 14	Baisakhi (Sikh, Hindu)
Monday, April 14 (sundown) Tuesday, April 15 Wednesday April 16 (sundown)	Passover (Jewish)
Monday, April 21	Ridvan (Baha’i)

**Elective arrangements (e.g., travel plans), co-op interviews, and employment** are not considered acceptable grounds for granting accommodations for academic course requirements.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors cannot give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Seeds would of course be pleased to answer any questions during her office hours after you have borrowed and reviewed lecture notes from a classmate.)

#### **ACADEMIC INTEGRITY:**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs 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, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

***Other sources of information for students:***

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(uWaterloo\)](#)

**PSYCHOLOGY DEPARTMENT DOCUMENT RETENTION/STORAGE POLICIES:**

Graded final examination papers and midterm tests, as well as unclaimed graded research papers for this course will be kept in storage in the Psychology Department for a maximum of 16 months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential shredding procedures.

**THE OFFICIAL VERSION OF THE COURSE OUTLINE:**

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

**NOTE FOR STUDENTS WITH DISABILITIES:**

The [AccessAbility Services](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

**CONCERNS ABOUT THE COURSE OR INSTRUCTOR (INFORMAL STAGE):**

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Myra Fernandes from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes

Email: [mafernan@uwaterloo.ca](mailto:mafernan@uwaterloo.ca)

Phone: 519-888-4567 ext. 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

**GRADING:**

Percentages below indicate the standard required for each letter grade. Grades that are .5 or better will be rounded up to the next whole number. Please note that higher letter grades will not be given unless the percentage is met (e.g., a final percentage of 79 is considered a B+).

A+ 90-100%	B+ 77-79%	C+ 67-69%	D+ 57-59%	F+ 42-49%
A 85-89%	B 73-76%	C 63-66%	D 53-56%	F 35-41%
A- 80-84%	B- 70-72%	C- 60-62%	D- 50-52%	F- 0-34%

**CLASS SCHEDULE OF TOPICS AND IMPORTANT DATES:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
January 6	<i>Introduction and Orientation</i>	Chapter 1 in Mash & Wolfe
January 8	<i>Theories of Abnormal Development</i>	Chapter 2, in Mash & Wolfe
January 13	<i>Research &amp; Diagnosis</i>	Chapter 3, in Mash & Wolfe
January 15	<i>Assessment and Treatment</i>	Chapter 4, in Mash & Wolfe
January 20	<b>MAGAZINE ARTICLE due in class</b> <i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 5 in Mash & Wolfe
January 22	<i>Attention-Deficit/Hyperactivity Disorder</i>	<b>Article 1</b>
January 27	<b>MIDTERM #1</b>	<b>(Chapters 1-5, articles, lecture material)</b>
January 29	<i>Conduct Problems</i>	Chapter 6 in Mash & Wolfe
February 3	<i>Conduct Problems</i>	Chapter 6 in Mash & Wolfe
February 5	<i>Childhood fears and anxiety</i>	Chapter 7 in Mash & Wolfe
February 10	<i>Childhood fears and anxiety</i>	<b>Article 2</b>
February 12	<i>Mood Disorders</i>	Chapter 8 in Mash & Wolfe
February 17 & 19	<b>READING WEEK – NO CLASS</b>	
February 24	<i>Mood Disorders</i>	Chapter 8 in Mash & Wolfe
February 26	<i>Intellectual Disability</i>	Chapter 9 in Mash & Wolfe
March 3	<b>MIDTERM #2</b>	<b>(Chapters 6-9, articles, lecture material)</b>
March 5	<i>PDD – Autism Spectrum Disorder</i>	Chapter 10 in Mash & Wolfe (excluding section on childhood schizophrenia) <b>Article 3</b>
March 10	<i>PDD – Autism Spectrum Disorder</i>	
March 12	<i>Communication and Learning Disorders</i>	Chapter 11 in Mash & Wolfe
March 17	<i>Health and Eating Disorders</i>	Chapter 12 in Mash & Wolfe
March 19	<i>Eating Disorders</i>	Chapter 13 in Mash & Wolfe
March 24	<b>RESEARCH REPORT DUE in class</b> <i>Child Maltreatment</i>	Chapter 14 in Mash & Wolfe
March 26	<i>Child Maltreatment</i>	<b>Article 4</b>
March 31	<i>Prevention and Promotion</i>	
April 2	<i>Review of course</i>	
<b>April 8 – 24</b> <b>(Final Exam Period)</b>	<b>FINAL EXAM</b>	<b>(all chapters, with an emphasis on Chapters 10-14, articles, lecture material).</b>

**READINGS ARE TO BE COMPLETED PRIOR TO CLASS**

**Note.** Any material assigned as reading may be tested on the tests/exams, regardless of whether it was also covered in lecture. All material covered in lecture that is not in the readings may also be tested on the tests/exams.