

**UNIVERSITY OF WATERLOO**  
**Department of Psychology**  
**Child Psychopathology**  
**Psychology 317 – Section 001**  
**Winter 2017**

**Instructor:** Dr. Paula Cervený  
**Office:** PAS 3011 (Dr. Nilsen's office)  
**Office Phone:**  
**Office Hours:** Tuesday 9:30-11:00 (and by appointment)  
**Class Resource:** LEARN  
**Email:** [psmeunie@uwaterloo.ca](mailto:psmeunie@uwaterloo.ca)

**Class Days:** Monday      **Time:** 7-9:50pm      **Location:** HH 1101 (*unless otherwise posted*)

**TEACHING ASSISTANTS:**

<b>T.A.:</b>	Sarah Bacso	Martyn Gabel	Emma Green	Olivia Merritt	Mengran Xu
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<b>Office:</b>	PAS 3204	PAS 3203	PAS 4012	PAS 3029	PAS 3208
<b>Office Hours:</b>	Tuesday 2-3pm	Thursday 11am-12pm	Thursday 2:30-3:30pm	Monday 11:30-12:30	Friday 12-1pm

**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.

**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. **Problems related to physical and mental health** (eating disorders, elimination disorders, sleep-wake disorders)
3. **Neurodevelopmental disorders** (intellectual disability, autism spectrum disorder, communication and learning disorders, attention-deficit/hyperactivity disorder [ADHD])
4. **Disorders relating to behaviour** (oppositional defiant disorder, conduct disorder)
5. **Disorders relating to emotions** (anxiety and mood disorders)
6. **Problems related to family** (child maltreatment).

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 in determining outcomes. Youth outcomes are considered broadly and depending on the interplay between factors, they 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.

## 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. (2016). *Abnormal child psychology* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning.

The text is available at the University of Waterloo Book Store and on 3-hour reserve at the University of Waterloo Dana Porter Library (**UWP 7021**).

Please note that there are many previous editions of this textbook. This course is covering the material from the sixth edition, so please make sure that you are using the correct edition. This newest edition contains the updates from DSM-IV-TR to DSM-5 (which was recently released in May 2013). **Students will be expected to know the material covered in the newest edition of the text, with specifics about DSM-5.** Older editions will not contain accurate information on the DSM-5.

**Articles:** There will be four articles assigned that discuss a specific disorder. All articles will be posted on Course Reserve at the University of Waterloo library system. An online quiz associated with each article will be scheduled outside of class time. The combined mark across all four quizzes will be worth 15% of the final mark. Questions about the articles will not be on midterms, but will be on the final exam.

(See course schedule for when quizzes are scheduled)

1. Eapen, V., Crncec, R., & Walter, A. (2016). There are gains, but can we tell for whom and why? Predictors of treatment response following group Early Start Denver Model Intervention in preschool-aged children with Autism Spectrum Disorder. *Autism-Open Access*, 2016. <https://www.omicsgroup.org/journals/there-are-gains-but-can-we-tell-for-whom-and-why-predictors-of-treatmentresponse-following-group-early-start-denver-model-interven-2165-7890-1000168.php?aid=69061>
2. Coles et al. (2005). A controlled evaluation of behavioral treatment with children with ADHD attending a summer treatment program. *Journal of Emotional and Behavioral Disorders*, 13(2), 99-112.
3. Siegal et al. (2015). Longitudinal associations between interpersonal relationship functioning and mood episode severity in youth with bipolar disorder. *The Journal of Nervous and Mental Disease*, 203(3), 194-204.
4. Watson, H. J., & Rees, C. S. (2008). Meta-analysis of randomized, controlled treatment trials for pediatric obsessive-compulsive disorder. *Journal of Child Psychology and Psychiatry*, 49:5, 489-498.

## 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 the night before each lecture. LEARN will also be used to inform you of upcoming articles, remind you of important upcoming dates, to post grades, and to post messages to the class.

#### **INTELLECTUAL PROPERTY:**

**Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:**

- **Lecture content, spoken and written (and any audio/video recording thereof);**
- **Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);**
- **Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and**
- **Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).**

**Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.**

**Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).**

**<https://uwaterloo.ca/secretariat-general-counsel/faculty-staff-and-students-entering-relationships-external>**

#### **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.

**COURSE EVALUATION:**

	<b>Lectures/Chapters Covered</b>	<b>Due Dates</b>	<b>% of Grade</b>
<b>Midterm Test #1</b>	Chapters 1, 2, 4, 13, & 14 and relevant lecture material	February 6, 2017	25%
<b>Midterm Test #2</b>	Chapters 5, 6 (pages 156-186), 7, & 8, and relevant lecture material	March 13, 2017	25%
<b>Quizzes</b>	4 Quizzes – each covering a specific article	Feb 16-17, 2017; March 5-6, 2017; March 21-22, 2017; March 29-30, 2017	15%
<b>Final Exam</b>	Chapters 9-12, all articles, and relevant lecture material	Date and time TBA by the Registrar’s Office (April 2017)	35%

- 1) MIDTERM #1 – worth 25% of grade. Based on assigned readings from the textbook, lectures, and films viewed in class. 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: February 6, 2017, 1.5 hour duration with a 1 hour lecture after the midterm**
  
- 2) MIDTERM #2 – worth 25% of grade. Based on assigned readings from the textbook, lectures, and films viewed in class. 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 13, 2017, 1.5 hour duration with a 1 hour lecture after the midterm**

**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 60% of your grade.

- 3) QUIZZES – 15% of grade.

The goal of these quizzes is to give you experience analyzing research literature as it pertains to pediatric clinical issues and to relate findings to information learned from the textbook. Quizzes will occur outside of lecture time. You will have a 28 hour window in which to log on to LEARN and write the quiz (8am on the first day until 12pm on the second day). You will have up to a maximum of 30 minutes to write the quiz. **Be sure to be connected to a secure Internet connection. WiFi is not recommended as it is not as reliable.** Mixed format (i.e., multiple choice and short answer). Quizzes 1, 3, and 4 all occur after the lecture on the related topic, so they may include questions

asking you to relate elements of the article to information from the associated chapter. Quiz #2 will only have questions directly related to the article.

**I will not provide quiz re-writes or extensions.** If you are unable to write any of the quizzes because of documented illness or compassionate reasons (see accommodations section below), your mark for quizzes will be re-weighted based on the remaining quizzes.

- 4) FINAL EXAM – 35% of grade. Based on assigned article readings, lectures, films viewed in class, and readings from 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: TBA during the final exam period (April 7-25) 2 hours in duration**

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

#### **ACCOMMODATION FOR STUDENTS WITH DISABILITIES:**

**Note for students with disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

#### **ACCOMMODATION FOR 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 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 uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor within 48 hours.
  - (if possible) 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 midterm test or quiz, the instructor will either:
  - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
  - provide an extension.
- **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 (Monday January 23, 2017)
  - The Associate Dean will contact Dr. Cervený to make alternate arrangements.
- **Elective arrangements such as travel plans, co-op interviews, and employment** are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters.

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. Cervený 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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

**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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## CONCERNS ABOUT A COURSE POLICY OR DECISION:

**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 Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca); Ph 519-888-4567 ext. 38790

**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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca).

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#)

## 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.

## 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 9 <b>Room AL 113</b>	<i>Introduction, Orientation, and Theories of Abnormal Development</i>	Chapters 1 and 2, in Mash & Wolfe
January 16	<i>Assessment, Diagnosis, and Treatment</i>	Chapter 4, in Mash & Wolfe
January 23	<i>Health-Related Disorders</i>	Chapter 13, in Mash & Wolfe
January 30	<i>Feeding and Eating Disorders</i>	Chapter 14, in Mash & Wolfe
February 6 <b>Room M3 1006</b>	<b>MIDTERM #1</b>  <b><u>AND</u></b>  <i>Intellectual Disability</i>	<b>(Midterm: Chapters 1, 2, 4, 13, &amp; 14 as noted above, lecture material)</b>  Chapter 5, in Mash & Wolfe
February 13	<i>Autism Spectrum Disorder</i>  <i>Guest Speaker: Michelle Mainos (Research Experiences Group)</i>	Chapter 6, in Mash & Wolfe (pages 156-186 only; omit section on childhood-onset schizophrenia)
February 16-17	<b>Quiz on Autism article (online)</b>	<b>Article #1: Eapen, Crncec, &amp; Walter (2016)</b>
February 20	<b>No class – reading week</b>	
February 27	<i>Communication and Learning Disorders</i>	Chapter 7, in Mash & Wolfe
March 5-6	<b>Quiz on ADHD article (online)</b>	<b>Article #2: Coles et al. (2005)</b>
March 6	<i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 8, in Mash & Wolfe
March 13 <b>Room M3 1006</b>	<b>MIDTERM #2</b>  <b><u>AND</u></b>  <i>Conduct Problems</i>	<b>(Midterm: Chapters 5-8 as noted above, lecture material)</b>  Chapter 9, in Mash & Wolfe
March 20	<i>Depressive and Bipolar Disorders</i>	Chapter 10, in Mash & Wolfe
March 21-22	<b>QUIZ on Bipolar article (online)</b>	<b>Article #3: Siegal et al. (2015)</b>
March 27	<i>Anxiety and Obsessive-Compulsive Disorders</i>	Chapter 11, in Mash & Wolfe
March 29-30	<b>Quiz on OCD article (online)</b>	<b>Article #4: Watson &amp; Rees (2008)</b>
April 3	<i>Trauma-and Stressor-Related Disorders</i>	Chapter 12 in Mash & Wolfe
<b>April 7-25 (Final Exam Period)</b>	<b>FINAL EXAM</b>	<b>(Chapters 9-12, <u>articles</u>, lecture material)</b>

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

**Note.** Any material assigned as reading may be tested on final exam, 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.