

UNIVERSITY OF WATERLOO
Department of Psychology
Child Psychopathology
Psychology 317 – Section 001
Winter 2018

Instructor: Dr. Pamela Seeds
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Office Phone: 519-888-4567 ext. 38132
Office Hours: Wednesdays 1:00 – 2:00 p.m.*
Class Resource: LEARN
Email: pamela.seeds@uwaterloo.ca

Class Days: Mondays & Wednesdays **Time:** 4:00 – 5:20 pm **Location:** AL 113

TEACHING ASSISTANTS:

T.A.:	Emma Green	Serena McDiarmid
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Office:	PAS 4012	PAS 4244
Office Hours:	Mondays 10:30 – 11:30 am Tuesdays 3:00 – 4:00 pm	Wednesdays 12:00 – 1:00 pm Thursdays 9:30 – 10:30 am

*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 extension 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. **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 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 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. (2019). *Abnormal child psychology* (7th 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.

Please note that there are many previous editions of this textbook. This course is covering the material from the seventh 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 an article assigned for some classes that discuss a specific disorder. All articles will be posted on LEARN and on Course Reserve at the University of Waterloo library system.

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

1. Peterson, C. C., & Siegal, M. (1999). Representing inner worlds: Theory of mind in autistic, deaf, and normal hearing children. *Psychological Science, 10*, 126-129.
2. 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*, 239-250.
3. 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.
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 the night 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
Midterm Test #1	Chapters 1, 2, 4, 13 (pages 443-456), & 14, articles, and relevant lecture material	Monday, January 29, 2018	25%
Midterm Test #2	Chapters 5, 6 (pages 155-185), 7, & 8, articles, and relevant lecture material	Monday, March 5, 2018	25%
Final Exam	Chapters 9-12, articles, and relevant lecture material	Date and time TBA by the Registrar's Office (April 9 – 24, 2018)	30%
Research Report		March 26, 2018	20%

- 1) MIDTERM #1 – worth 25% 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 29, 2018**
- 2) MIDTERM #2 – worth 25% 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 5, 2018**
- 3) FINAL EXAM – 30% 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: TBA during the final exam period (April 9 to 24, 2018), 2.5 hours in duration**

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

4) 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 10% reduction each day the paper is late (e.g., if your paper is two days late the maximum attainable grade would be 80%). See below for requesting accommodations due to illness or compassionate reasons. **Due date: March 26, 2018**

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* (6th ed.). Washington, DC: Author.

ACCOMMODATIONS TO COURSE REQUIREMENTS:

If you cannot write one of the midterm tests because of compelling medical, religious, or compassionate (e.g., family emergency) reasons, and you require a make-up test date, you must contact the instructor directly prior to the date of the test. Make-up tests and exams will not be considered in the absence of a documented medical, religious, or compassionate (i.e., family emergency) reason, submitted within 48 hours following the due date, **with no exceptions**. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not.

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with 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 assignment deadline, 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. ***Please note that make-up tests may be in essay format rather than multiple choice format.***
- 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.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the uWaterloo Examination Regulations and Related Matters

RELIGIOUS HOLIDAYS TO BE ACCOMMODATED IF REQUESTED:

Requests for accommodation based on religious holidays must be submitted to the student's instructor(s) as soon as the conflict becomes apparent; in any case, no later than one week following the publication of the final exam schedule. Any unresolved disputes between instructors and students regarding the legitimacy of extenuating circumstances or the suitability of accommodations will be decided by the Associate Dean – Undergraduate Students.

The following includes occasions and observances for Winter 2018 that might warrant accommodation on religious/cultural grounds:

Date	Religious/Holiday observance
Saturday, January 6	Christmas (Armenia)
Sunday, January 7	Christmas (Christian-Coptic & Eastern Orthodox)
Monday, January 15	Martin Luther King Jr. Day (USA)
Friday, February 16	Chinese New Year (China, Hong Kong, Taiwan, Vietnam); Solnal (Korea); Losar (Thibet)
Monday, February 19 (UW closed)	Family Day (Canada); President's Day (USA)
Wednesday, February 28 (sundown) - Thursday, March 1 (sundown)	Purim (Jewish)
Friday, March 2	Holi (Sikh, Hindu)
Tuesday, March 20	Now Ruz/New Year (Iran)
Tuesday, March 20 (sundown) - Wednesday, March 21 (sundown)	Now Ruz/New Year (Bahá'í)
Wednesday, March 21	Now Ruz/New Year (Afghanistan, Zoroastrian, Islam Ismaili)
Thursday, March 29	Mahavira Jayanti (Jain)
Friday, March 30 (UW closed)	Good Friday (Christian)
Friday, March 30 (sundown) - Saturday, April 7 (sundown)	Pesach/Passover (Jewish)
Sunday, April 1	Easter (Christian)

Friday, April 6	Good/Holy Friday (Christian, Christian-Coptic & Eastern Orthodox)
Sunday, April 8	Easter/Pasha (Christian, Christian-Coptic & Eastern Orthodox)
Friday, April 13	Baisakhi (Bangladesh, Sikh, Hindu); Songkran/New Year (Cambodia, Myanmar, Sri Lanka, Thailand)
Friday, April 21 (sundown) - Wednesday, May 2 (sundown)	Feast of Ridvan (Bahá'í)

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 every student who misses a 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 a scheduled appointment 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; Telephone: 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.

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](#).

ACCOMODATION 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.

PLAGARISM DETECTION SOFTWARE:

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin®. Please see Dr. Seeds to discuss your alternatives as soon as possible should you not wish for your assignment to be screened by Turnitin®. See [guidelines for instructors](#) for more information.

THE WRITING AND COMMUNICATION CENTRE:

[The Writing and Communication Centre](#) (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [The Writing and Communication Centre](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

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.

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%

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.

MENTAL HEALTH SERVICES:

[Mental Health Services](#) aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment

counserv@uwaterloo.ca

TERRITORIAL ACKNOWLEDGEMENT:

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

CLASS SCHEDULE OF TOPICS AND IMPORTANT DATES:

Date	Topic	Readings
January 3	<i>Introduction and Orientation</i>	Chapter 1 in Mash & Wolfe
January 8	<i>Theories of Abnormal Development</i>	Chapter 2, in Mash & Wolfe
January 10	<i>Assessment, Diagnosis, and Treatment</i>	Chapter 4, in Mash & Wolfe
January 15	<i>Sleep-Wake and Elimination Disorders</i>	Chapter 13, in Mash & Wolfe (pages 443-456 only; omit sections on chronic illness and adolescent substance-use disorders)
January 17	<i>Finding Journal Articles and How To Reference in APA Style</i> <i>Guest Lecture: Tim Ireland</i>	TBA
January 22	<i>Feeding and Eating Disorders</i>	Chapter 14 in Mash & Wolfe
January 24	<i>Feeding and Eating Disorders</i>	Chapter 14 in Mash & Wolfe
January 29	MIDTERM #1	(Chapters 1, 2, 4, 13, & 14 as noted above, articles, lecture material)
January 31	<i>Intellectual Disability (Intellectual Developmental Disorder)</i> <i>Guest Lecture: Serena McDiarmid & Emma Green</i>	Chapter 5 in Mash & Wolfe
February 5	<i>Autism Spectrum Disorder</i>	Chapter 6 in Mash & Wolfe (pages 155-185 only; omit section on childhood-onset schizophrenia)
February 7	<i>Autism Spectrum Disorder</i>	Chapter 6 in Mash & Wolfe (pages 155-185 only; omit section on childhood-onset schizophrenia) Article 1
February 12	<i>Communication and Learning Disorders</i>	Chapter 7 in Mash & Wolfe
February 14	<i>Prevention and Promotion</i>	TBA
February 19 & 21	READING WEEK – NO CLASS	
February 26	<i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 8 in Mash & Wolfe
February 28	<i>Attention-Deficit/Hyperactivity Disorder</i>	Chapter 8 in Mash & Wolfe Article 2
March 5	MIDTERM #2	(Chapters 5-8 as noted above, articles, lecture material)
March 7	<i>Conduct Problems</i>	Chapter 9 in Mash & Wolfe

Date	Topic	Readings
March 12	<i>Conduct Problems</i>	Chapter 9 in Mash & Wolfe
March 14	<i>Depressive and Bipolar Disorders</i>	Chapter 10 in Mash & Wolfe
March 19	<i>Depressive and Bipolar Disorders</i>	Chapter 10 in Mash & Wolfe
March 21	<i>Anxiety and Obsessive-Compulsive Disorders</i>	Chapter 11 in Mash & Wolfe
March 26	RESEARCH REPORT DUE <i>Anxiety and Obsessive-Compulsive Disorders</i>	Chapter 11 in Mash & Wolfe Article 3
March 28	<i>Trauma- and Stressor-Related Disorders</i>	Chapter 12 in Mash & Wolfe
April 2	<i>Trauma- and Stressor-Related Disorders</i>	Chapter 12 in Mash & Wolfe Article 4
April 9 – 24 (Final Exam Period)	FINAL EXAM – TBA by Registrar's Office	(Chapters 9-12, articles, lecture material)

*****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.