

Child Psychopathology
(previously titled The Emotionally Disturbed Child)
Psychology 317 – Fall 2008
Course Outline

Instructor: Dr. Elizabeth Nilsen **Office:** PAS 3028 **Office Hours:** Monday 9-10:30
Office Phone: 519-888-4567 ext. 33991 **Class resource:** UW-ACE
Email: enilsen@uwaterloo.ca
Class Days: Tuesday **Time:** 2:30-5:30 **Location:** DWE 3522

Teaching Assistants: (contact through UW-ACE)

Yael Goldberg Office / office hours: PAS 3213, Monday 1-2

Tracy Mewhort-Buist Office / Office Hours: PAS 3035, TBA

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, mental retardation, 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.

Text: Mash, E. J., & Wolfe, D. A. (2005). *Abnormal child psychology* (3rd ed.). Belmont, CA: Wadsworth Publishing.

Articles: There will be 1 or 2 articles assigned for some classes that discuss a specific disorder (i.e., there will be no article reading for the first two lectures or the last lecture). All articles are available through the University of Waterloo's online library resources.

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

1. Chronis, A., Jones, H., Raggi, V. (2006). Evidence-based psychosocial treatments for children and adolescents with attention-deficit/hyperactivity disorder. *Clinical Psychology Review, 26*, 486-502.
2. Mack, K. (2004). Explanations for conduct disorder. *Child and Youth Care Forum, 33*, 95-113.
3. Hughes, A., Hedtke, K., & Kendall, P. (2008). Family functioning in families of children with Anxiety Disorders. *Journal of Family Psychology, 22*, 325-328.
4. Jacobs, R., Reinecke, M., Gollan, J., Kane, P. (2008). Empirical evidence of cognitive vulnerability for depression among children and adolescents: A cognitive science and developmental perspective. *Clinical Psychology Review, 28*, 759-782.

5. Tager-Flusberg, H. (2007). Evaluating the theory-of-mind hypothesis of Autism. *Current Directions in Psychological Science, 16*, 311-315.
6. Baron-Cohen, S. (2005). Sex differences in the brain: Implications for explaining Autism. *Science, 310*, 819-823.
7. Littleton, H. & Ollendick, T. (2003). Negative body image and disordered eating behaviour in children and adolescents: What places youth at risk and how can these problems be prevented? *Clinical Child and Family Psychology Review, 6*, 51-66.
8. Carpenier, 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.

UW-ACE:

Basic lecture slides (with graphics removed) will be posted on UW-ACE at least one day before each lecture. UW-ACE 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:

- 1) MIDTERM – worth 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: October 21, 2008**
- 2) FINAL EXAM – 40% of grade. Based on assigned readings, lectures, films viewed in class, group presentations, and the textbook. Based on content from **the entire semester** with emphasis on the content covered since midterm test. Mixed format (i.e., multiple choice and short answer). **Date: TBA**

I will not provide test re-writes. If you are unable to write the Midterm because of documented illness or compassionate reasons, the Final Exam will comprise 65% of your grade. Students with

documented absences for the Final Exam will have an opportunity to write the test during the University-wide re-write period.

3) PAPER – 30% 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've 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 10-page, 12 font, double-spaced paper. You will be required to integrate the findings of at least 5 different research papers that have been published since 1995. 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 ACE. The paper is due at the beginning of class. Late papers will receive 10% reduction in their grade each day the paper is late. If you are unable to meet one of these deadlines because of illness or compassionate reasons, please advise me in writing. To avoid mark penalization, this should be done in advance of the deadline. **Due date: November 18, 2008**

All written work is expected to adhere to APA style. This formatting style will be reviewed briefly in class. For further information please refer to:

American Psychological Association (2001). *Publication manual of the American Psychological Association – fifth edition*. Washington, DC: Author.

ACADEMIC INTEGRITY

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community 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 offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Avoiding Academic Offences: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

EMAIL COMMUNICATION:

The TAs and I will make every effort to respond to emails within 48 hours of receiving them. TAs can be contacted through UW-ACE. 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 x33991.

NOTE FOR STUDENTS WITH DISABILITIES:

The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic 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%

CLASS SCHEDULE OF TOPICS AND IMPORTANT DATES:

Date	Topic	Readings
September 9	<i>Introduction and Orientation Theories of Abnormal Development</i>	Chapter 1,2 in Mash & Wolfe
September 16	<i>Research, Diagnosis, Assessment, and Treatment</i>	Chapter 3, 4 in Mash & Wolfe
September 23	<i>Attention-deficit Hyperactivity Disorder</i>	Chapter 5 in Mash & Wolfe Article 1
September 30	<i>Conduct Problems</i>	Chapter 6 in Mash & Wolfe Article 2
October 7	<i>Childhood fears and anxiety</i>	Chapter 7 in Mash & Wolfe Article 3
October 14	<i>Mood Disorders</i>	Chapter 8 in Mash & Wolfe

		Article 4
October 21	MIDTERM (first 1.5 hours of class) <i>Mental Retardation</i>	(Chapters 1-7, articles, lecture material) Chapter 9 in Mash & Wolfe
October 28	<i>PDD – Autism and Aspergers Disorder</i>	Chapter 10 in Mash & Wolfe (excluding pages 311-313) Articles 5 & 6
November 4	<i>Communication and Learning Disorders</i>	Chapter 11 in Mash & Wolfe
November 11	<i>Health and Eating Disorders</i>	Chapter 12, 13 in Mash & Wolfe Article 7
November 18	PAPER DUE in class <i>Child maltreatment</i>	Chapter 14 in Mash & Wolfe Article 8
November 25	<i>Prevention and Promotion</i>	
TBA	FINAL EXAM	(all chapters, with an emphasis on Chapters 9-14, articles, lecture material).

READINGS TO BE COMPLETED PRIOR TO CLASS