

**Child Psychopathology
Psychology 317 – Fall 2012
Course Outline**

Instructor: Dr. Elizabeth Nilsen **Office:** PAS 3011 **Office Hours:** Monday 1-2pm*
Office Phone: 519-888-4567 ext. 33991 **Class resource:** LEARN
Email: enilsen@uwaterloo.ca
Class Days: Tuesday /Thursday **Time:** 2:30-3:50 **Location:** AL 211

Teaching Assistants:

Shauna Bottos email: sbottos@uwaterloo.ca Office / Office Hours: PAS 3029 /Wed 12:00-1:00pm*
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*and by appointment

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.

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

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:

- 1) MIDTERM 1 – 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 25, 2012**

I will not provide test re-writes. If you are unable to write a Midterm because of documented illness or compassionate reasons (see accommodations section below), the Final Exam will comprise 75% of your grade.

- 2) FINAL EXAM – 45% 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 since midterm test. Mixed format (i.e., multiple choice and short answer). **Date: TBA**

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

- 3) RESEARCH REPORT – 25% 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 8-page**, 12 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: November 20, 2012**

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

REQUESTING ACCOMMODATIONS FOR COURSEWORK:

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: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- 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 (midterm),
or
2. provide an extension (research report).

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.

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

PSYCHOLOGY DEPARTMENT DOCUMENT RETENTION/STORAGE POLICIES

Graded final examination papers as well as unclaimed graded midterm tests, research papers, final exams 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.

EMAIL COMMUNICATION:

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 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
Sept 11	<i>Introduction and Orientation</i>	Chapter 1 in Mash & Wolfe
Sept 13	<i>Theories of Abnormal Development</i>	Chapter 2, in Mash & Wolfe
Sept 18	<i>Research & Diagnosis</i>	Chapter 3, in Mash & Wolfe
Sept 20	<i>Assessment and Treatment</i>	Chapter 4, in Mash & Wolfe
Sept 25	<i>Attention-deficit Hyperactivity Disorder</i>	Chapter 5 in Mash & Wolfe
Sept 27	<i>Attention-deficit Hyperactivity Disorder</i>	Article 1
October 2	<i>Conduct Problems</i>	Chapter 6 in Mash & Wolfe
October 4	<i>Conduct Problems</i>	
October 9	<i>Childhood fears and anxiety</i>	Chapter 7 in Mash & Wolfe
October 11	<i>Childhood fears and anxiety</i>	Article 2
October 16	<i>Mood Disorders</i>	Chapter 8 in Mash & Wolfe
October 18	<i>Mood Disorders</i>	
October 23	<i>Review of Chapters 1-8</i>	
October 25	MIDTERM	(Chapters 1-8, articles, lecture material)
October 30	<i>PDD – Autism Spectrum Disorder</i>	Chapter 10 in Mash & Wolfe (excluding section on childhood schizophrenia) Article 3
November 1	<i>PDD – Autism Spectrum Disorder</i>	
November 6	<i>Intellectual Disability</i>	Chapter 9 in Mash & Wolfe
November 8	<i>Communication and Learning Disorders</i>	Chapter 11 in Mash & Wolfe
November 13	<i>Health and Eating Disorders</i>	Chapter 12 in Mash & Wolfe
November 15	<i>Eating Disorders</i>	Chapter 13 in Mash & Wolfe
November 20	RESEARCH REPORT DUE in class <i>Child maltreatment</i>	Chapter 14 in Mash & Wolfe
November 22	<i>Child Maltreatment</i>	Article 4
November 27	<i>Prevention and Promotion</i>	
November 29	<i>Review of course</i>	
TBA	FINAL EXAM	(all chapters, with an emphasis on Chapters 9-14, articles, lecture material).

READINGS TO BE COMPLETED PRIOR TO CLASS