

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 451 – Honours Seminar: Child and Youth Psychopathology
Fall 2015: Thursday 8:30 – 11:20, STJ 3020

Instructor: Dr. M. Drysdale
Office: STJ 2020
Office Hours: Thursday 1:00 – 1:30, or by appointment
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Course Overview:

This honours seminar will address current issues in child and adolescent psychopathology such as mood/anxiety disorders, conduct disorder, psychosis, eating disorders, Tourette's Syndrome, and severe behavioural problems. Special emphasis will be placed on the theories and scientific research concerning social-emotional functioning, current diagnostic systems, therapeutic techniques, and the social and cultural contexts in which childhood disorders occur. This course also considers challenges and barriers encountered when parenting and teaching children and adolescents with a mental illness. Activities will include oral presentations, class discussions, individual projects, and written assignments.

Learning Objectives:

At the end of the course you should be able to:

- review the theoretical perspectives and empirical research on child and adolescent psychopathology
- examine critically the literature on child and adolescent psychopathology and be able to extract the most important information
- understand and apply the scientific research process
- plan and facilitate a class discussion on a specific topic relevant to child and adolescent psychopathology
- participate in class discussions and express ideas and opinions effectively
- develop professional and scholarly writing in the field of clinical psychology
- effectively present a research proposal to peers and colleagues

Textbook:

There is no required textbook for this course. You will be required to access readings online. Information will be given in class.

Correspondence:

All correspondence and announcements will be posted on Learn. Students must have 'fees arranged' to have access to the course. Students using email or the telephone to contact me or a TA **must** include their first and last names, student number, and course in which they are enrolled. Please address me as Professor or Dr. Drysdale in emails and on the phone.

All emails should be respectful, polite, professional, and structured with a salutation/greeting, a purpose, and a closing signature. If emails are not structured correctly, we will not respond.

Please allow at least 24 hours for an email sent between Monday & Thursday and allow the weekend for a response to an inquiry made on Friday, Saturday, or Sunday.

Do not email or telephone asking for grades. For security reasons, grades are not released over the telephone or by email. All grades will be posted on Learn.

If my door is open, outside of office hours, feel free to approach. If I am busy, I will let you know. Please don't be offended if I can't drop what I am doing to talk. I will schedule a convenient time for both of us.

Evaluation and Grading Criteria:

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| • Topic Presentation, Article Discussion, & Research Proposal Summary | 20% |
| • Research Proposal | 40% |
| • Proposal Presentation (poster) and leading a Q & A | 20% |
| • Class Participation | 20% |

Note: Requests for changing the weighting and/or the format of the assessments will not be considered

1. TOPIC PRESENTATION & JOURNAL ARTICLE DISCUSSION (20%)

- In groups of 2, select a specific topic from the list below that you want to present together to the class for discussion and that will also be the focus of your individual research proposal. Topics must be selected and approved by **September 24th, 2015.** Each general topic can only be selected once. This means one group of two students for each topic – with each of the two students using the general topic for their individual research proposal. Individual research proposals will differ in specific methodology (see below under research proposals).
- **Topics:**
 - Antisocial behaviours in the presence of maltreatment and/or poor parenting

- Performance or school anxiety
- Cyberbullying and depression
- Epigenetics and Autism Spectrum Disorder
- Epigenetics, child abuse, and future mental health outcomes
- Hidden head injuries of adolescent athletes & PTSD
- Mental health of adolescent elite athletes
- Mindfulness-based treatment for mental illness – anxiety, depression, sleep disorders
- Moving, social adjustment, and overall well-being
- Neighborhood, social status, and mental illnesses such as ODD, CD, anxiety, or depression
- PTSD in children or adolescents
- Pressure to succeed and mental illness – eating disorders, depression, anxiety, addiction
- Psychosis during adolescents
- Self-harming and self-injury behaviours
- Sibling rivalry and/or jealousy and mental health outcomes – ODD, CD, depression
- Tourette's and comorbidity
- Transgendered youth, body image, and mental illness – eating disorders, depression, or anxiety
- Youth as pedophiles and future mental health outcomes
- Youth addiction
- Youth transitions (school-to-school or school-to-work) and mental health outcomes
- Together, select one recent (no older than 2010) **empirical** article on your topic. Try to select a comprehensive article that is short and easy to read and can be used as a basis for your research proposal. Each of the two students will formulate different research questions using the topic and article.
- Be certain you understand the data analysis in the article you select.
- Send the title & author information for the article to the class by Monday noon of the week you are presenting.
- Facilitate a 45 - 60 minute class discussion of your topic and article. During the discussion time, each student must present an overview of their proposed research methodology (sampling, analysis, ethical issues etc) and be prepared to answer questions regarding methodology. Have some idea of the gaps in the research on this topic. Do not summarize the article as part of the discussion. The understanding is that all students in the class will have read it. Use the time to discuss it, critique it, and link it to your research questions.
- Requirements for the presentation:
 - Professionalism
 - Introduce yourself, your topic, and the article title
 - Provide some background information (drawn from the introduction in the article + other resources)
 - Introduce relevant issues regarding the article that will lead to further discussion by the class
 - Identify some of the gaps in the research on your topic
 - Briefly describe how the article leads into your individual research proposals
 - Present an overview of your proposed research and solicit input from the class
 - Prepare questions to ask the class so as to facilitate a discussion

2. **RESEARCH PROPOSAL (40%)**

- **Topic and population:**
 - Use the topic selected for your article presentation and narrow it down to where there is a specific gap in the research (e.g., a new intervention program, a diagnostic procedure, a new demographic sample, a particular contexts, risk/resilience variables). You may need to read a few articles before narrowing your topic and identifying the specific gaps in knowledge. Normally, such gaps are identified at the end of an article under 'future research'. Know where the contradictions and gaps in the research are before designing your study.
 - The topic should focus on a particular age group and specific psychopathology.
 - Dr. Drysdale must approve specific research topics by **September 24th, 2014**.
- **Sections of the proposal (APA formatting is mandatory)**
 - a. *Cover page* with title, running head, name, and affiliation
 - b. *Abstract* – maximum 150 words
 - Problem, participants, experimental method, findings
 - c. *Introduction/literature review* – maximum 2000 words
 - Conduct a comprehensive literature review of your topic. The review will present the current research in the area, leading to the gap(s), and the focus of your proposed study (see proposal below).
 - Use your journal articles as guidelines.

- Use only peer-reviewed journal articles published in the past six years (2009 - 2015). For theoretical information, and groundbreaking work, you may use older articles.
- Collecting articles and fine-tuning your topic is time consuming. Keep in mind not all articles are available online. If you order one, it may take up to two weeks to arrive.
- Read, read, review, and review before deciding on your research question(s) and/or hypotheses.
- Before writing:
 - Organize your articles in a meaningful way. You might collect 25 articles and use only 12.
 - For each article, summarize the following: theoretical approach, research question(s), hypotheses, findings, and interpretations.
 - Collect enough articles to thoroughly **describe** (summarizing and supporting your arguments) **and evaluate** (discussing and digesting) the work done on your topic
- Writing:
 - Introduce your broad topic then move to narrow
 - Synthesize the research – you can combine findings if they are similar.
 - Paraphrase – use of quotations is not recommended
 - When examining a specific disorder, you will want to include a description of the disorder. If you want to test an intervention, you will want to address treatments and previously studied interventions that are applicable.
 - Refer to the APA manual for guidelines on how to cite different types of work.

d. *Method*

- Participants, sampling, materials (include reliability and validity of all measures), procedure
- Keep in mind ethical clearance. Would you receive ethical clearance for your study?

e. *Results* - A proposal has no results - therefore:

- Include specific detail on the design and how you will analyze the data. What statistical tests will you use to test your hypotheses and/or answer your research questions?
- Include detail on how you will present your findings (tables, charts, graphs)

f. *Conclusion* with implications and limitations

• **Use APA style format**

- 12-point serif typeface (Times New Roman or Courier), double-space every line
- 1" margins on all four sides
- page numbers on top right hand side
- running head on each page
- headings: level 1 – centered, upper and lower case; level 2 – left justified, upper and lower case
- references – start on a new page

• **Avoid plagiarism – give credit where credit is due. Any information in your paper that did not come from your own mind or your own empirical research belongs to someone else. This means it needs to be cited in the text and included in a reference list. Failure to do this is plagiarism and you will fail the assignment. No exemptions to this rule. Be sure to check every sentence to make sure you are not claiming to be the author of an idea that is not your own. If you have an idea, state it as such and in the form of a research question or hypothesis.**

• **Turnitin.com:** Plagiarism detection 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 the arrangements for the use of Turnitin in this course. An originality report (with a similarity percentage) will be produced for each paper. A percentage of 15% or lower will indicate original work. Percentages between 15% and 24% will be deemed acceptable as long as complete sentences and quotations are not plagiarized (if they are, marks will be deducted). Similarity percentages between 25% and 49% will result in grade deductions once citations and references are checked. Anything above 50% will result in a failure on the paper.

• **Absolute maximum: 3500 words not including title page, abstract, and references.** The literature review must not exceed 2000 words of the proposal.

• **Attach any applicable instruments and surveys**

• **Research proposals are due on your second presentation date** (see below)

• Submit a copy of the proposal into the LEARN dropbox prior to class on your presentation date.

• Resource for writing a literature review: www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review

3. **PROPOSAL/POSTER PRESENTATION WITH Q & A (20%)**

- Each student will prepare a poster of his or her research proposal. See guidelines at: <http://www.psichi.org/conventions/samples.aspx> and samples on the board outside my office and in the display case

in the SJU Psychology wing.

- **Presentations should be professional.** These poster presentations will be similar to a poster at an academic conference.
- For the results section of the poster, you can show how your data **might** be displayed. Make tables, graphs, and charts that might adequately represent your hypotheses and/or research questions.
- Use power point and select your poster size under “page setup”. A typical size is 48” x 36”. Use an appropriate font size that can be read on an 8.5 x 11 page handout (34 - 36 pt is typical for text, 48 – 60 for headings, and 70 – 100 for the title)
- Submit two colour 8.5” x 11” hard copies and one electronic copy. One hard copy will be used for grading. The second will be put on display in the psychology wing at SJU. It is not necessary to print a large poster. You can use the projector in class for your presentation.
- During your presentation, provide a handout of your poster to your peers. This can be in black and white (much cheaper). Normally, black and white copies are provided at conferences.
- Prepare to talk for 20 minutes - discussing your study. It is best to give an overview of the literature (max 5 minutes) and spend the majority of the time discussing your proposed research. This will be followed by a 10-minute question & answer period that you will lead. Total presentation time will be approximately 30 minutes. Failure to follow the time limits will result in grade deductions.
- It is advisable to plan ‘discussion points’ in the event your peers do not ask questions.

4. **CLASS PARTICIPATION (20%):**

- Because this is an honours seminar – structured with class discussions, debates, and critical examinations of the research - class participation is mandatory and will be graded. There are no lectures in a seminar. Seminars are structured so as to prepare students for professional meetings and graduate school.
- Students are expected to come to the seminar prepared to discuss and evaluate the current topics and presentations.
- Each class (excluding September 17th and October 15th) will carry a participation weight of 2% counting towards the 20% of your final grade (10 classes x 2.0 = 20%).
- Participation is based on
 - Attendance (automatic 0.25/2.0 for each class) – meaning that 2.5% of your final grade is based on attendance alone.
 - Comments, discussion, and questions during the presentations (1.0/2.0)
 - Written feedback on the presentations (0.75/2.0)
- Dominating the discussion is not seen as effective participation.
- Students are expected to complete feedback forms for all presentations. This will include your question(s) to the presenter. Feedback forms will be returned to each presenter with identifying information removed.
- Feedback forms will be provided for each presentation.
- Your final participation grade will reflect the thought and depth of your questions, comments, and feedback. In addition, the grade will reflect your attention to and respect for the presentations. **Laptops are not permitted during the seminar. Texting or using your cell phone during the presentations will result in grades being deducted. Falling asleep will result in a zero for that day.**

POLICY REGARDING CHEATING

CHEATING and PLAGIARISM WILL NOT BE TOLERATED. Students are referred to the university policy on academic offences.

POLICY REGARDING ILLNESS OR ACCOMMODATION – University of Waterloo

The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for grade revisions on medical or compassionate grounds will not be considered (University of Waterloo Calendar).

DR. DRYSDALE'S POLICY REGARDING ILLNESS

Deferrals of presentations and proposals are decided by the instructor and ARE NOT AUTOMATIC (see Dr. Drysdale's Policy below). A change of presentation or proposal due date will be refused if Dr. Drysdale's policy is not followed. If a student completes a presentation while ill, the grade stands. False claims of illness and/or submitting false documentation constitutes an academic offense that is subject to disciplinary action under Policy #71.

Only on the documented basis of illness or other extreme circumstance will students be given a new presentation date or an extension for a proposal.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale BEFORE the presentation or proposal due date and time.** Failure to contact Dr. Drysdale before forfeits a right to a make-up presentation or extension. The voice mail stamps the date and time of telephone calls.
- **In the case of illness, the student must provide an official "Verification of Illness" certificate from the University of Waterloo - which states that, due to medical reasons, it was IMPOSSIBLE for the student to do the presentation or complete the paper by the due date. (i.e., extreme illness). The verification of illness form MUST be completed by UW Health Services BEFORE OR ON THE SAME DAY as the presentation or due date. Once the student has been seen by a health professional at UW Health Services, and the VIF has been completed, the student must inform Dr. Drysdale by email or phone. A form completed after the day and time of the presentation or due date WILL NOT BE ACCEPTED. The completed form must be submitted to Dr. Drysdale within 24 hours of the presentation or due date – a photo of the VIF can be emailed as soon as it is received at Health Services (see below for submitting the hard copy). Doctors' notes created by a physician or clinic, or notes scribbled on a prescription pad are not acceptable medical certificates.**
- **DEFERENTIAL OF PRESENTATION: All make-up presentations will be scheduled ON THE LAST DAY OF CLASS – DECEMBER 3RD.** If a copy of the VIF was emailed to Dr. Drysdale, students must submit the original hard copy at the time of the make-up presentation.
- **EXTENSIONS FOR THE PROPOSAL AND/OR POSTER: To receive an extension due to illness or other extenuating circumstance, students must submit a VIF, their outline, and a draft of the proposal and poster up to the point of becoming ill. Dr. Drysdale will determine the length of an approved extension. If a copy of the VIF was emailed to Dr. Drysdale, students must attach the original hard copy to the final proposal. Failure to submit by the new due date will result in a zero.**
- **In the case of an immediate family members' illness or hospitalization, documentation from the hospital or attending physician is required. Deferrals will only be granted for immediate family member illnesses. An immediate family member is defined as (and limited to) a student's: spouse/common-law partner, child, parent, grandparent, sibling, mother-in-law, father-in-law, brother-in-law, and sister-in-law.**
- **In the case of a death in the family, documentation must be provided indicating your relationship to the deceased, the date and time of the funeral service, and an official letter or certificate from the funeral home or organization handling the arrangements. Deferrals will only be granted for a partner's death or an immediate family member's death.**
- **FAILURE TO FOLLOW THE ABOVE REQUIREMENTS WILL FORFEIT YOUR RIGHT TO A MAKE-UP OR EXTENSION. If you are ill and you contact me after the exam or due date, you will NOT be permitted to write the test or your paper will not be accepted.** You will receive a '0' on that assessment. Exception to this: if you are involved in an accident on your way to the seminar (documentation required) and as a result you are not able to call me – however Dr. Drysdale must be notified and a request for a make-up/extension must be received no later than 12 hours after the test or due date. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hrs prior to the due date, then have a friend or family member call ASAP and no later than 24 hours after the test.
- Any student missing an assessment with a valid reason & having followed policy must complete a make-up presentation.
- Please note that the following are **NOT** valid reasons for rescheduling a presentation or requesting an extension: All travel plans, missing your bus, work overload, sleeping-in, or forgetting you had a presentation or deadline.

RELEASE OF GRADES:

When assessments are graded, the results will be returned to the student. Grades are not released over email or telephone. Do not send an email to the Instructor or TA regarding "when will the grades be released?" We endeavour to complete the

grading as quickly as possible. Topic presentation grades will be released after the last topic presentation. Proposal and poster grades will be released at the end of term. Participation grades will be released at the end of term.

ACADEMIC RESPONSIBILITY, INTEGRITY, DISCIPLINE, AND GRIEVANCE

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

Discipline: All students are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [University of Waterloo 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. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](#).

OTHER INFORMATION

- **Note for Students with Disabilities:** The [AccessAbility Services \(AS\) 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.
- **Electronic Device Policy: Laptops and tablets are not permitted during the seminar. If you are caught using your computer during class, you will be asked to leave the room and disciplined under University Policy 33 (“Ethical Behaviour”) which states that “no member of the University community (faculty, staff, student) unduly interfere with the study, work, or working environment of other members of the University, or any aspect of another’s University activity.”**
- **Absolutely no cellular telephones and/or headphones are permitted during the seminar.**
- **Students who are dissatisfied with their academic achievement are *strongly* encouraged to seek advice from a study skills counsellor at Needles Hall (888-4567, Ext. 32655), the teaching assistant, or the professor *prior* to their next exam(s).**

CLASS SCHEDULE

September 17	Introductions, name cards (mandatory for each class) Course structure & syllabus Writing a research proposal Select article discussion partner
September 24	Article discussion – facilitated by Dr. Drysdale Videos: <i>Fighting Their Fears: Child and Youth Anxiety</i> (from Adolescent OCD, 30 mins) and <i>Life’s a Twitch</i> (30 mins) Video discussion
October 1, 8, 22, 29	Topic presentations & article discussions max. 2 groups per day)
November 5, 12, 19, 26	Research proposal/poster presentations (max. 4 students per day)
December 3	Wrap up and synthesis of course topics

Note: No class October 15th. First presentations and second presentations will be in the same order (see sign up sheet)