

St. Jerome's in the University of Waterloo
Department of Psychology
Psychology 463 – Fall 2012
Honours Seminar: Child and Adolescent Psychopathology

Course Outline

Instructor: Dr. Maureen Drysdale
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Email: mdrysdal@watarts.uwaterloo.ca
Office Hours: Tuesday 11:30 – 12:00 and 4:30 – 5:00 or by appointment
Class Time: Thursday 9:00 – 11:50pm, STJ 3020
Teaching Assistants: Margaret McBeath, mlmcbeat@uwaterloo.ca

Course Overview:

This honours seminar will address current issues in child and adolescent psychopathology. 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. 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, and
- effectively deliver a scholarly paper 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:

Students using email or the telephone to contact Dr. Drysdale **must** include their first and last names, and student number. Please allow at least 24 hours for a response made between Monday and 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 Internet

Evaluation and Grading Criteria:

1. Journal Article Presentation & Facilitated Class Discussion	20%
2. Research Proposal	40%
3. Proposal Presentation (poster) and leading a Q & A	20%
4. Class Participation	20%

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

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.

1. **JOURNAL ARTICLE PRESENTATION & FACILITATED CLASS DISCUSSION (20%)**

- Select a specific topic (disorder, diagnosis, treatment/intervention, social-cultural contexts) within the field of Child and Adolescent Psychopathology that you want to present to the class for discussion - see below under research proposal.
- Select one article from the many articles you collect for your research proposal
- Send the title and author information for the article to the class by Monday noon of the week you are facilitating the class.
- Facilitate a 90-minute class discussion of your topic and the article you selected for the class to read.
- During the class: introduce the topic and population, provide some background information (drawn from the introduction in the article + other resources), introduce relevant issues regarding your topic and population that will lead to further discussion by the class, summarize the research carried out by the authors
- Prepare questions to ask the class so that you can involve the class throughout
- Prepare to discuss recommendations for future research

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

- **Topic and population:**
 - Select a specific topic (disorder, diagnosis, treatment/intervention, social-cultural contexts) within the field of Child and Adolescent Psychopathology that you want to research.
 - Topics should focus on a particular age group and specific psychopathology.
 - Choose a well researched area. This will give you more lines of research to choose from (i.e., series of studies by the same individual or group). A 'hot' or major research topic will have several lines of research – each addressing different theoretical approaches and/or arguments.
 - Choose a narrow topic where there is a gap in the research (e.g., a new intervention program, a diagnostic procedure, a particular contexts, risk/resilience variables). You may need to read a few articles before narrowing your topic and identifying the 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.
 - Topics must be selected and approved by the professor by January 25th, 2011. It is acceptable to select a topic in child/adolescent psychopathology that benefits your current research (honours thesis).
- **Sections of the proposal:**
 - a. *Cover page* with title, running head, name, and affiliation
 - b. *Abstract* – maximum 150 words
 - Problem addresses, participants, experimental method, findings
 - c. *Introduction/literature review* – maximum 10 pages
 - 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 five years (2007- 2012). 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. Keep in mind, 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. Avoid simply describing the studies.
 - Paraphrase, don't quote.
 - 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. Will 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

- **Avoid plagiarism** – give credit where credit is due. Any information in your paper that did not come from your own mind 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.
- **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 justifies, upper and lower case
 - references – start on a new page
- **Absolute maximum: 25 pages with references.** The literature review must not exceed 10 pages of the proposal.
- **Attach any applicable instruments and surveys**
- **Research proposals are due on your second presentation date** (see below)
- Email a copy of the proposal to mdrysdal@uwaterloo.ca and bring a hardcopy 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. 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 SUU 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 displaced and make tables, graphs, and charts that might adequately represent your hypotheses.
- 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 your research proposal on your presentation day
- Submit two colour 8.5” x 11” hard copies and one electronic copy for grading: One hard copy will be returned to you with comments and your grade. The second will be put on display in the psychology wing. 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 30 – 40 minutes, discussing your study. This will be followed by a 30-minute question & answer period that you will lead. Total presentation time will be approximately 60 – 70 minutes. We can go over the allotted time (to a maximum of 90 minutes) if the discussion is strong and relevant.
- 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.

- Students are expected to come to class prepared to discuss and evaluate the current topics and presentations.
- Each class (excluding September 13th and November 1) will carry a participation weight of 2% (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 and discussion
 - group assignment on September 27
 - feedback and questions on the presentations
- 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 and the rational(s) for your questions.
- Feedback forms will be provided for each presentation.

POLICY REGARDING CHEATING

CHEATING 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).

PROFESSOR’S REQUIREMENTS REGARDING ILLNESS

Deferrals of presentations and papers are decided by the instructor and are not automatic (see Dr. Drysdale’s Policy below). A change of presentation/paper date will be refused if the 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 permitted to write a make-up exam or be given an extension or change of date for a presentation.

- **In all cases (e.g., death in the family, illness) it is the student's responsibility to inform Dr. Drysdale BEFORE the presentation/paper due date and time.** 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 course work at the scheduled time (i.e., severe illness). The verification of illness form MUST be completed by UW Health Services **BEFORE OR ON THE SAME DAY** as the scheduled presentation/paper due date. A form completed after the due date **WILL NOT BE ACCEPTED**. The completed form must be submitted to Dr. Drysdale within 48 hours of the presentation/paper due date. Doctors’ notes created by a physician or clinic, or a note scribbled on a prescription pad is not an acceptable medical certificate.**
- **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 AN EXTENSION.** If you are sick and you contact me after the presentation/paper due date, you will NOT be permitted to do the presentation and 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 class (documentation required) and as a result you are not able to call me. If you are extremely incapacitated, in hospital, or have had an unexpected death in the family within 24 hrs of an exam, then have a friend or family member call ASAP.
- Any student missing a due date with a valid reason and having followed policy must complete the missed assessment.
- Please note that the following are **NOT** valid reasons for rescheduling an assessment or receiving an extension:
 - Travel plans (athletic or personal); Missing your bus or ride to campus; Work overload; Sleeping-in or alarm clock problems; Forgetting you had an exam or forgetting you were registered in the course.

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 registered in courses at St. Jerome's University 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 following St. Jerome's University Academic Discipline Procedure and UW Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, 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. In such a case, contact the St. Jerome's University Grievance Officer. www.sju.ca/faculty/SJU_handbook/grievance_policy.html.

Academic Integrity Office: <http://uwaterloo.ca/academicintegrity/>

Academic Responsibility & Integrity website (Arts): <http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility>

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS*

Appeals: A student may appeal the finding and/or penalty in a decision made under St. Jerome's University Academic Discipline Procedure or Grievance Policy if a ground for an appeal can be established. In such a case, contact the St. Jerome's University Appeals Officer. Read St. Jerome's University Handbook, Section 6.4, www.sju.ca/faculty/SJU_handbook/examinations_grades_standings_and_appeals.html.

More information regarding appeals can be obtained by the Ombudsperson's Office (Student Life Centre, Room 2128, 885-1211). The full text of **Policy 70** is available on the Web as well as from the Secretariat (Needles Hall, Room 3060). <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.pdf>

OTHER INFORMATION

- **Accommodation for Students with Disabilities: 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.
- **Laptops and tablets are permitted for note-taking purposes ONLY during the seminar** – however – other usage is not permitted (e.g., Facebook, Skype, Internet searches, streaming, gaming, etc.). If you are caught using your computer for anything besides note-taking, 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.". Laptops and other electronic devices are NOT PERMITTED during presentations, movies, and course videos.
 - **Absolutely no cellular telephones and/or headphones** are permitted during the lectures or examinations.
 - Students must display their name cards during class.

- 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 assessment. Please let us know if you are having difficulty understanding the course content or having difficulty with the testing.
- If you bring beverages and/or food into the classroom, please take your empty cups, tins, wrappers, crumbs, etc. with you and dispose of them in the wastebasket.

CLASS SCHEDULE

September 13	Introductions, name cards; course outline; overview of topics to be examined
September 20	Videos: <i>Managing Adolescent Psychosis</i> (56 mins) and <i>How to Read and Understand a Research Study</i> (24 mins) In-class research article summary
September 27	Feedback on article summaries Article discussion (article selected by Dr. Drysdale) Writing a research proposal Video: <i>Life's a Twitch</i> (30 mins) Class Discussion regarding videos of Sept. 20 & 27
October 4, 11, 18, 25	Student led article discussions (articles selected by students)
November 1	No-Class – individual 30 minute meetings with Dr. Drysdale TBA
November 8	Research proposal/poster presentations (max. 2 per day)
November 15	Video: <i>Fighting Their Fears: Child and Youth Anxiety</i> (Adolescent OCD 30 mins), followed by class-discussion
November 22, 29	Research proposal/poster presentations (max. 2 per day)